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ABSTRACT

This is a report on 18 months of work done in an experimental and demonstration project designed to develop ways to meet in-plant skill needs by upgrading the job skills of entry level (mostly minority group) workers and by improving capacity for better employee-supervisor relationships. Project activity took place in three cities--Newark, Baltimore, and Cleveland. Overall coordination was performed by Skill Achievement Institute, a group of manpower specialists who had cooperated on a feasibility study and in a 2-year upgrading project in New York City. The project contracted with employers to design upgraded jobs, to design and deliver training for employees to be upgraded, and to develop employer capability to carry on the upgrading technique, called High Intensity Training, in the plant during paid time, with guaranteed promotions and raises. The report is divided into five separate volumes, which include "An Applied Model for Project Management," "Guidelines for Marketing and Sales," "High Intensity Training Methodology," "An Analysis of the Short Range Impact of High Intensity Training," and a summary volume, which contains an annotated bibliography. (BC)

ED 060169

Final Report to

United States Department of Labor
Manpower Administration

Contract No. 82-34-68-19

UPGRADING THE UNDEREMPLOYED IN THE WORK ENVIRONMENT:

A Summary of the 4-Volume Report

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SKILL ACHIEVEMENT INSTITUTE
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July 31, 1969

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EDITOR'S NOTE

This is a summary volume of a four-volume report on an eighteen-month E&D contract from the United States Department of Labor, Manpower Administration. The reader will find that the entire report is cross-referenced according to subject matter when this seems advisable. The other volumes and their subjects are listed below:

> Volume I, An Applied Model for Project Management, sets forth the managerial parameters used in the system management of the three-city upgrading program. It also gives a detailed account of the initiating activities and subsequent operations organization and controls.
>
> Volume II, Guidelines for Marketing and Sales, records the marketing experience of the three city projects and sets forth the philosophy, strategy, and sales techniques employed to initiate upgrading training programs in the field.
>
> Volume III, High Intensity Training Methodology, is a volume in two parts. Part I, A Handbook for Implementation, discusses in detail an ideal model of HIT and includes a description and explanation of the five phases of activities of this model. Part II, A Field Review of Selected Programs, is a discussion of the findings of a sampling of actual training programs and an examination of the underlying assumptions of HIT.
>
> Volume IV, An Analysis of the Short Range Impact of High Intensity Training, is a discussion of the findings of a panel study conducted by the Institute and its field analytic task force.

An Annotated Bibliography listing the material published by the Institute during its association with three phases of E&D upgrading activities appears at the end of this volume.

PREFACE

The four volumes of this report represent three years and many man-hours of experience in upgrading underemployed workers in the work environment. This is the first time the Institute has delivered products for implementing other training and upgrading programs. Volumes I through III are not intended to give "turn-key" capability but have been written merely to serve as a comprehensive set of guidelines in managing, marketing and implementing training programs for upgrading the underemployed worker. It is anticipated that as this organization obtains more experience in the field it will expand and develop the concepts and models discussed in these volumes.

For the first time we feel that the model has been developed systematically and with the idea of expanding easily and rapidly to new markets. In the refinement of this concept we have attempted to anticipate manpower needs in the 1970's.

This has been the most complex document we have ever submitted and it reflects three years of E&D activities in upgrading rather than just the period covered by the latest contract. Without the devotion, loyalty, and professional expertise of Miss Caroline Pezzullo, the four volumes would not now be a reality. In addition to responsibility for authorship of Volume II, she coordinated the preparation of the entire series.

I would especially like to recognize Mr. Edward Giblin, who has extensive experience in the field setting and who has incorporated this knowledge into a HIT handbook within the guidelines of the original concepts of Norman Goldberg.

Mr. Walter Morgan, who gathered information, reported on actual HIT programs and offered fresh observations and evaluations of HIT, also deserves our thanks. I extend my gratitude to Mr. Bernard Pittinsky, my co-author, for providing another touch of reality for Volume I, and to Frank Castro for providing the analytical designs and implementation of Volume IV.

To Mrs. Mary Farrar, Editor for the Institute, who had the major responsibility for putting this series into English, we are extremely grateful. To the Institute's support staff, whose assistance in preparation of these documents has been helpful, my special note of thanks.

Although Norman Goldberg, former Director of Operations, has now moved on to new challenges, he was totally responsible for the original concepts and methodology of HIT. Many of his ideas are woven throughout this entire series of volumes.

During this eighteen-month period the Institute has relied upon the constant support and active interest of its Board of Directors. I wish to extend my gratitude to each of the members, and also to recognize similarly those people who served as the Board of Directors for Skill Upgrading, Inc. in Baltimore.

Each city project was linked to the Institute by a policy-making group. To those who served on the Operations Committees for Baltimore and Cleveland and on the Policy and Procedure Committee for Newark, my thanks for many hours of constructive and cooperative work well done.

Certainly the culmination of this series would not have been possible without the full commitment of Mr. Melvin J. Rogow, Project Officer, whose support over these many months, along with that of Mr. Seymour Brandwein, Director, Office of Special Manpower Programs, has sustained the Institute and its objectives.

S. B. M.

Introduction

Skill Achievement Institute has been associated with three separate experimental and demonstration programs for training and upgrading the underemployed worker. This summary is taken from the several volumes of a report on the third program, an eighteen-month period during which the Institute acted as systems manager for a multi-city upgrading project. The report in its entirety describes the activities of both the Institute and the individual city projects during the contract period. Three of the volumes are meant to serve as handbooks for the Institute's next phase of upgrading endeavors and also as guides for other manpower training programs. This summary will only relate some of the highlights of the multi-city upgrading program and the reader is referred to the appropriate section of the report for in-depth explanations and discussions of any particular point.

The two previous E&D upgrading programs were each developmental steps leading to the three-city configuration. The first was a feasibility study in the New York City area wherein the willingness of industry to accept upgrading was tested and the original training methodologies were initiated. The second program developed the concepts tested in the first step and also developed a one-city upgrading paradigm for the three-city project. (See Figure 1, A Summary of Experimental and Demonstration Activities.)

The Institute was then formed to act as a systems manager for a three-city, in-plant upgrading program. The program employs a technique known as High Intensity Training (HIT) for upgrading the underemployed worker and altering attitudes and behavior of supervisors and managers.

HIT is a systematic means of offering low-wage employees skill training and upgrading for specific jobs with a salary increase, and at the same time providing them with human relations skills and other means for self-development. HIT has proved to be a pragmatic solution to employers' needs for skilled labor. It offers expeditious in-plant training (usually forty hours spread over a period of five weeks) which allows the employer to realize the benefits of the trainees' new proficiencies more quickly than traditional training methods would allow. HIT also demonstrates to the employer that he possesses in his pool of low-wage workers the human resources that can help solve his manpower problems.

As the Institute agreed in the contract, its responsibilities as system manager involve four particular areas of guidance and control:

- Expansion of the training and upgrading, and analytic experiences of Phases I and II;
- Provision of total, integrated planning for the entire system of upgrading programs;
- Provision of technical support in management, training, marketing and analytic studies;
- Coordination of the entire multi-city upgrading program.

The specific objectives of this third phase were broader in scope than the reliability and validity testing purposes of the previous programs. Other objectives include:

- Determining whether a variety of sponsoring agencies could aid in implementing HIT;
- Developing and conducting a study to determine short term and long term effects of HIT on the workers and on the employing organization;
- Overseeing the three-city operations to train 1,050 low-wage workers directly and 1,050 indirectly through trained company personnel;
- Providing overall planning, technical support and coordination for each city project;
- Refining HIT upgrading and marketing techniques;

A SUMMARY OF EXPERIMENTAL AND DEMONSTRATION ACTIVITIES

Upgrading Project

	Dates	Funding	Source	Staff	Objectives	Methodology	Accomplishments
PHASE I Feasibility Study	March - June 1966	$80,000	NYC	19	• Determine need for upgrading training in NYC.	• Designed field study.	• Interviewed 150 organizations. Prepared report and recommendations on findings.(1)
	July - Sept. 1966	$27,000	NYC	12	• Develop training concepts for upgrading in the plant setting.	• Began design of High Intensity Training (HIT) for underemployed workers.	• Tested HIT design and created a paradigm for in-plant training and upgrading.
					• Establish on-going manpower training and upgrading organization.	• Submitted Proposals to (a) NYC for extension of Phase I and (b) United States Department of Labor for one year contract.	• Funded by the City of New York for extension of Phase I and by the United States Department of Labor for the development of a one-city E&D model.
PHASE II One-City Model	Sept.'66 Aug. '67	$563,000	US DOL (OMPER)	30	• Develop an organizational capability in training and research.	• Designed on-going In-Service Training for Management, Training and Research staff.	• Created a model for a one-city upgrading training and research project.
					• Train and upgrade 1500 underemployed workers in industries studied during Phase I.	• Began development of marketing philosophy and sales approach for implementation of HIT in organizations. • Designed curriculum for various skill training programs and curriculum "constants" for human relations and self-development skills.	• Implemented HIT programs in over 50 organizations. • Trained and upgraded 1654 underemployed workers and trained company trainees. • Implemented informal clinics for first-line supervisors.
					• Develop analytic studies concerning (a) the low-wage worker and (b) job vacancies as a criterion for selection of industry.	• Designed analytic studies: (a) the low-wage employee in his working environment, and (b) the use of Job Vacancies for selecting industries for upgrading training.	• Carried out interviews and prepared Preliminary Report on the low-wage employee. • Completed study on the use of Job Vacancies for selecting industries for upgrading training.
	Sept.'67 Nov.'68	$605,000			• Provide guidelines for multi-city upgrading training programs.	• Designed proposal to United States Department of Labor for extension of one-city upgrading model. • Designed proposal to United States Department of Labor for implementation of a three city upgrading model.	• Published four-volume report describing activities of the one-city project and HIT concept and methodology.(2) • One-city model refunded by United States Department of Labor for a fifteen-month period.(3) • Skill Achievement Institute funded by Department of Labor, Manpower Administration as the system manager for a three-city model.
PHASE III Institute Three-City	Feb.'68 July '69	$701,100	US DOL Man. Adm. OSMP	27	• Establish an Institute to act as a system manager of a three-city model.	• Designed organization and functions of The Institute. • Designed In-Service Training for staff members.	• Set up office site, organized Board of Directors, and established logistics for The Institute. • Recruited and trained tech-

					ing programs.		project and HIT concept and methodology.(2)
	Sept.'67 Nov.'68	$605,000				• Designed proposal to United States Department of Labor for extension of one-city upgrading model. • Designed proposal to United States Department of Labor for implementation of a three city upgrading model.	• One-city model refunded by United States Department of Labor for a fifteen-month period.(3) • Skill Achievement Institute funded by Department of Labor, Manpower Administration as the system manager for a three-city model.
PHASE III Institute Three-City Model	Feb.'68 July '69	$701,100	US DOL Man. Adm. OSMP	27	• Establish an Institute to act as a system manager of a three-city model.	• Designed organization and functions of The Institute. • Designed In-Service Training for staff members.	• Set up office site, organized Board of Directors, and established logistics for The Institute. • Recruited and trained technical support staff for The Institute for guidance to the three-city model.
Newark Analytic Baltimore Analytic Cleveland Analytic	05/01/68 10/31/69 06/01/68 10/31/69 06/30/68 12/31/69 06/30/68 12/31/69 08/25/68 02/28/70 08/25/68 02/28/70	$326,731 $ 72,531 $329,231 $ 78,515 $329,231 $ 78,515		19 20 20	• Determine whether a variety of sponsoring agencies can aid employers in implementing HIT upgrading programs.	• Selected with United States Department of Labor three cities from among seven preselected locations and designed three variations for project implementation. • Organized an Operations Committee for each city project (Policy & Procedure Committee, Newark); each committee composed of two Institute and two city project sponsors.	• Established projects in three cities selected: Newark: Special Project - Contracted to Commissioner of New Jersey State Department of Labor & Industry, working with State Employment Service. Baltimore: Contracted to a newly created non-profit organization. Cleveland: Special Project-Contracted to the Office of the Mayor, Department of Human Resource and Economic Development.
					• Provide total planning, technical support and coordination for each city model.	• Designed In-Service Training Programs and a plan for continuous field services. • Prepared handbooks on HIT concepts and methodology, Standard Operating Procedures, Analysis and Marketing.	• Recruited and trained Management, Training and Analytic staff for each city project. • Provided technical guidance through an Institute Field Advisor, materials and conferences.
					• Oversee three-city operations to train 1050 underemployed workers direct and 1050 through trained company trainers.	• Designed retrieval, evaluation and feed-back flow of information on three-city training and analytic activities; to determine whether a project is on-design, on-time and on-cost.	• Retrieved information on numbers and characteristics of HIT programs implemented in a wide variety of industries. (As of March, 1969 318 underemployed workers been trained directly and 154 indirectly in 30 organizations.)
					• Provide an analytic design and comparative study to determine some of the short-term and long-range effects of upgrading training on underemployed workers and the organizations in which they work.	• Designed method for collection and analysis of data from four organizations in three cities.	• Implemented analytic study in two organizations in three cities to determine short-term effects of HIT. Analysis of data will be published in a Final Report to the United States Department of Labor on July 31, 1969.
					• Broaden the E&D approach to upgrading by refining and developing concepts and methods for selling and implementing HIT programs.	• Designed the basic outline for a city Marketing Plan to be prepared by each of the three projects. • The Institute staff made Field trips and conducted workshops with project managers to discuss new approaches to the HIT model.	• A marketing Plan was prepared and used as a guide by each city project in "selling" HIT upgrading and analytic programs to a wide variety of organizations. • Some new features emerged from the three-city model and were linked with HIT upgrading program.
					• Point to new directions in the upgrading process.	• Designed a five-volume report to the United States Department of Labor, Man-	• The report discusses project management of three-city model, experiences with HIT

					coordination for each city model.	• Prepared handbooks on HIT concepts and methodology, Standard Operating Procedures, Analysis and Marketing.	city project. • Provided technical guidance through an Institute Field Advisor, materials and conferences.
					• Oversee three-city operations to train 1050 underemployed workers direct and 1050 through trained company trainers.	• Designed retrieval, evaluation and feed-back flow of information on three-city training and analytic activities; to determine whether a project is on-design, on-time and on-cost.	• Retrieved information on numbers and characteristics of HIT programs implemented in a wide variety of industries. (As of March, 1969 318 underemployed workers been trained directly and 154 indirectly in 30 organizations.)
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					• Broaden the E&D approach to upgrading by refining and developing concepts and methods for selling and implementing HIT programs.	• Designed the basic outline for a city Marketing Plan to be prepared by each of the three projects. • The Institute staff made Field trips and conducted workshops with project managers to discuss new approaches to the HIT model.	• A marketing Plan was prepared and used as a guide by each city project in "selling" HIT upgrading and analytic programs to a wide variety of organizations. • Some new features emerged from the three-city model and were linked with HIT upgrading program.
					• Point to new directions in the upgrading process.	• Designed a five-volume report to the United States Department of Labor, Manpower Administration on Phase III activities.(4) • Developed a Proposal on Phase IVa E&D Upgrading Activities of The Institute For the United States Department of Labor, Manpower Administration.	• The report discusses project management of three-city model, experiences with HIT upgrading programs and the findings of the analytic study. It also includes Handbooks on HIT Methodology and Marketing and Sales Techniques. • The Proposal for The Institute Phase IVa activities introduces new situations to multiply the implementation of HIT upgrading through national vehicles; begins a Developmental Program to add new concepts and models to the upgrading process.

---

1. Breaking the Barriers of Occupational Isolation: A Report on Upgrading Low-Skill, Low-Wage Workers
2. Upgrading the Low-Wage Worker: An Ergonomic Approach, New York, 1968.
3. Objectives and accomplishments of the one-city project are not listed for the period of September, 1967 to November, 1968. The Institute began activities in February, 1968.
4. The Final Report for Phase III to be published July 31, 1969.

Figure 1

- Establishing a central information and evaluation system.

The Institute began the three-city upgrading program by establishing each local project under the auspices of a state, city and nonprofit sponsoring agent.

Initial Activities

In order to attain this expansion, several major initiating activities were necessary. These included:

- Selection of geographic locations of upgrading activities
- Selection or creation of implementing organization
- Development of funding proposals
- Staffing and equipping each organization
- Initial staff training in:

    Project management
    HIT methodology
    Marketing plan
    Documentation
    Analytic activities
    Reporting and evaluation

- Planning for ongoing training and technical support
- Design and implementation of an analytic study to determine the short and long term effects of upgrading
- Establishment of a system of program evaluation
- Establishment of a system of program control
- Implementation of HIT upgrading programs

6/7

Implementing the Three-City Upgrading System

A generalized implementation plan had been developed as part of the proposal which led to the establishment of the three-city upgrading system. The objective now was to take this generalized plan and develop and implement relatively detailed plans of operations in each of the specified areas. Several major activity areas were defined and a description of each follows.

Analytic Design

The analytic program was designed to measure the short range effects of HIT on workers who are trained, on workers who are not trained, on supervisors and management, and on the structure and operation of the organizations where training takes place.

Since the analytic emphasis was on the impact of HIT, the analytic design was developed as a panel study of the specific groups mentioned. Because of the exploratory nature of the investigation and the need for in-depth information, a small number of organizations employing HIT were used as a sample for the study. Four organizations in each of the three cities have been chosen. The Institute will analyze the impact of HIT in two from each project.

Various analytic techniques have been employed to collect the needed data, principally the structured interview instrument. The set of instruments for the panel study includes a trainee interview schedule, a non-trainee schedule, a supervisor schedule, and a manager's schedule.

In addition to information obtained from personal interviews, other important data were collected through the examination of personnel and work performance records and by making systematic observations in the plant settings and the training classes. The reader is referred to Volume IV of this report for a thorough description of this analytic study.

Advance Operations

City Selection

In its contract, the Institute was charged with the responsibility of selecting three target cities in which upgrading programs would be established. The three target cities were to be chosen from a U. S. Department of Labor preselected list of seven cities. The cities on this preselected list were Baltimore, Boston, Cleveland, Newark, Philadelphia, Pittsburgh and Syracuse.

The criteria established for use in city selection were:

- A large non-White population with severe employment problems;
- An upgrading potential as evidenced by the rate of industrial growth, job vacancy rates, and the level of support by business and labor of programs designed to meet the needs of the disadvantaged;
- The number of effective manpower programs already in existence and the degree of support and cooperation being extended by business, labor and community;
- The relationships existing between government and the target population (workers, business, and labor).

The data collected to ascertain which cities met the criteria already established included demographic information about wage scales, racial statistics, unemployment and underemployment rates, the amount of shifting in the population patterns, and a general description of the area.

Industrial and labor data also helped to evaluate the cities in terms of the criteria. Information was collected about the location, the kinds of industries, the number of people employed and the amount of job vacancies extant, and the local salary ranges by job category in the area. A list of major employers included information about the number of employees, their racial make-up, and the union affiliations of companies which employed non-Whites. The training activities of the employers on the list, both company and union training, were also noted.

The Institute conducted a thorough examination of the manpower programs already active in each city. The data collected from this activity included the following information about each program: the funding source and level; the degree of cooperation among existing programs; both official and non-official assessments of each program; and an evaluation of their respective involvements in business, government, unions, and the community.

Socio-political data were also collected to help the Institute discover which cities most nearly met the established criteria. This information was a result of an examination of the existing public services, community and political issues, and the actively operating community groups. Included in these data, too, was an evaluation of the current attitudes toward programs which served minority groups. The information sources and the effectiveness of local newspapers were also noted for each city.

These data were collected through field visits and interviews in each city and by searching existing sources such as the city records, newspaper files, and public libraries. The data were analyzed and rated on a seven point scale. A city criteria rating matrix was developed and an overall rating of the project potential was developed.

A detailed report entitled, "City Selections: Interim Report" was published on April 1, 1968. The only major deviation from this plan was that field visits were not made to all the cities. Based on this interim report, the U. S. Department of Labor and the Institute decided that the three highest ranked cities (Newark, Baltimore, Cleveland) would be selected.

Selection of Sponsoring Agency

One of the contractual requirements was to test the effect of different organizational structures in implementing HIT. Some of the possible structures were:

- An existing nonprofit private organization

- An existing public agency
- A "special project" in either of the above
- A newly created nonprofit private organization
- A division of the Institute
- A profit-making company

The three organizations selected to implement HIT programs were:

- Newark Upgrading Project (Industrial Training Services) — a special project of the Employment Service, Department of Labor and Industry, State of New Jersey.
- Baltimore Upgrading Project (Skill Upgrading, Inc.) — a private nonprofit corporation.
- Cleveland Upgrading Project (Skill Upgrading in Cleveland) — a special project of the Office of the Mayor, Cleveland, Ohio.

The operating objectives of the local entities were to conduct an upgrading program and to conduct an analytic study. With these objectives in mind, individual organizational structures were created. (See Figures 2, 3, and 4.)

Funding

Two methods of funding were considered: a prime contract with the Institute with a subcontract between the Institute and the sponsoring agency; a prime contract between the U. S. Department of Labor and sponsoring agency. The latter method, with some modification, was chosen.

The Institute, in concert with the Manpower Administration, decided to test the following models in these cities:

- Newark, where the project became a special project of an existing public agency;

NEWARK IN-PLANT TRAINING AND UPGRADING PROJECT

Organizational Structure

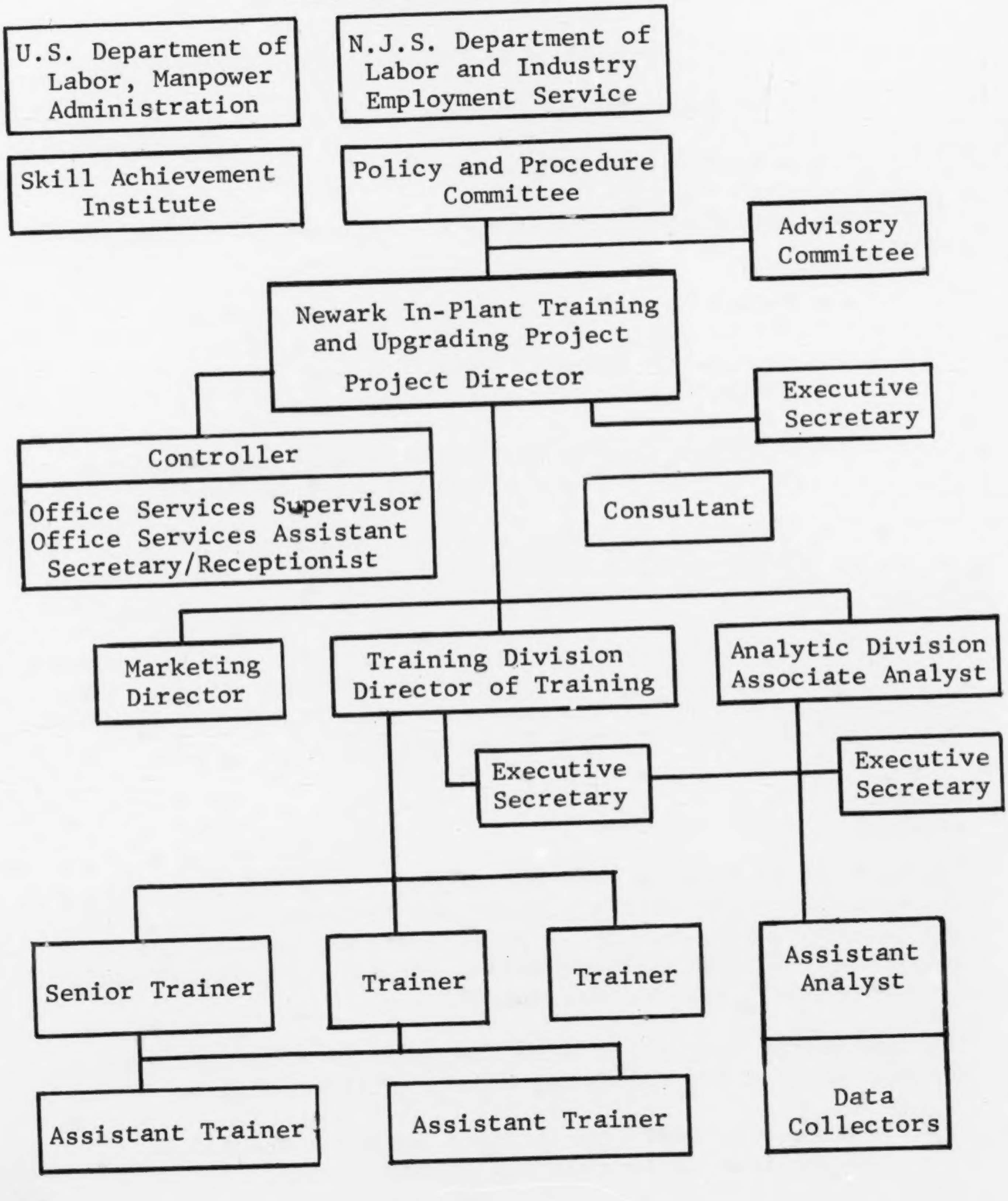

U.S. Department of Labor, Manpower Administration
N.J.S. Department of Labor and Industry Employment Service
Skill Achievement Institute
Policy and Procedure Committee
Advisory Committee
Newark In-Plant Training and Upgrading Project
Project Director
Executive Secretary
Controller
Office Services Supervisor
Office Services Assistant
Secretary/Receptionist
Consultant
Marketing Director
Training Division
Director of Training
Analytic Division
Associate Analyst
Executive Secretary
Executive Secretary
Senior Trainer
Trainer
Trainer
Assistant Analyst
Assistant Trainer
Assistant Trainer
Data Collectors

Figure 2

SKILL UPGRADING, INC.
Organizational Structure

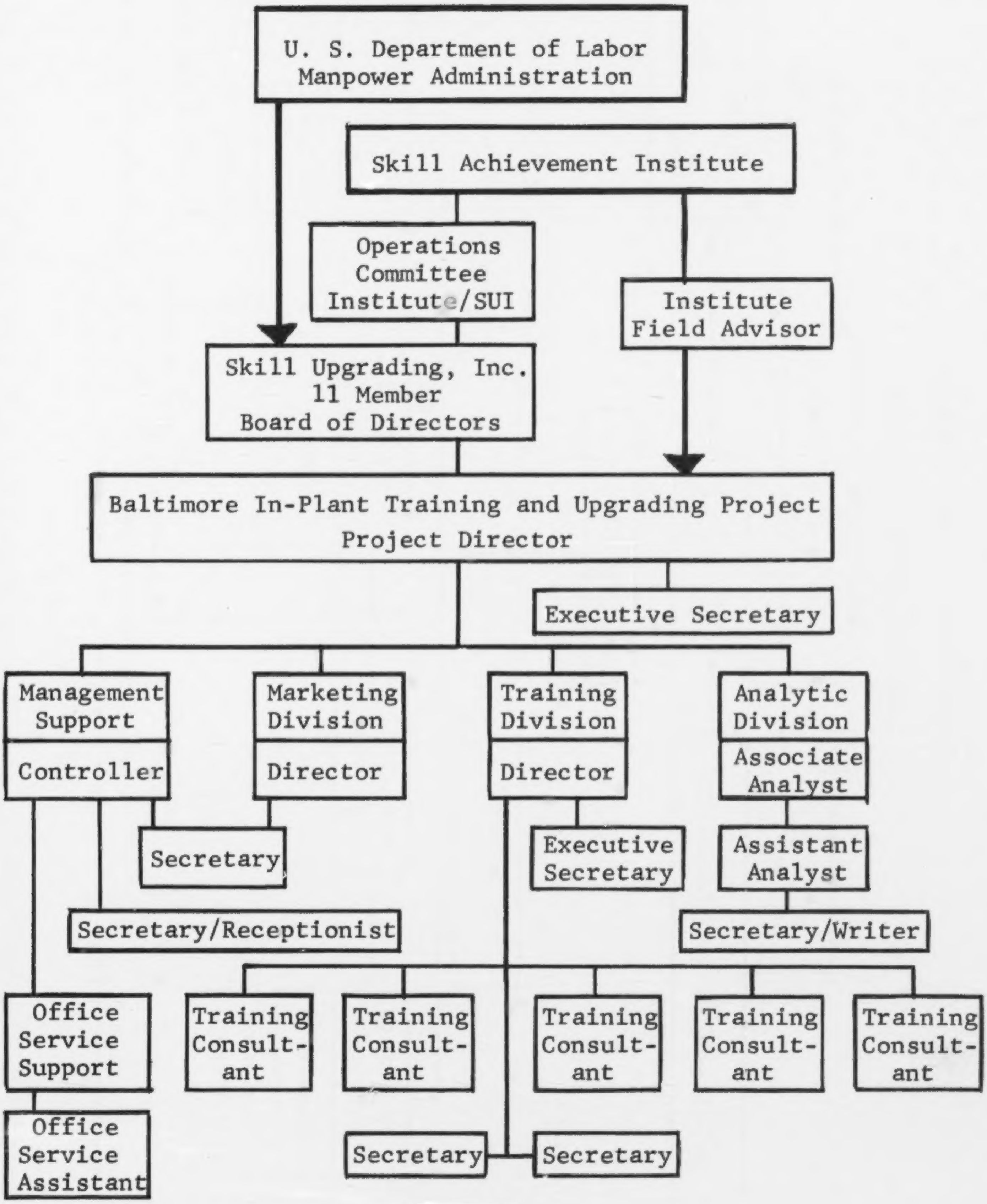

U. S. Department of Labor
Manpower Administration
Skill Achievement Institute
Operations Committee Institute/SUI
Institute Field Advisor
Skill Upgrading, Inc. 11 Member Board of Directors
Baltimore In-Plant Training and Upgrading Project
Project Director
Executive Secretary
Management Support
Controller
Marketing Division
Director
Training Division
Director
Analytic Division
Associate Analyst
Secretary
Executive Secretary
Assistant Analyst
Secretary/Receptionist
Secretary/Writer
Office Service Support
Training Consultant
Training Consultant
Training Consultant
Training Consultant
Training Consultant
Office Service Assistant
Secretary
Secretary

Figure 3

SKILL UPGRADING IN CLEVELAND

Organizational Structure

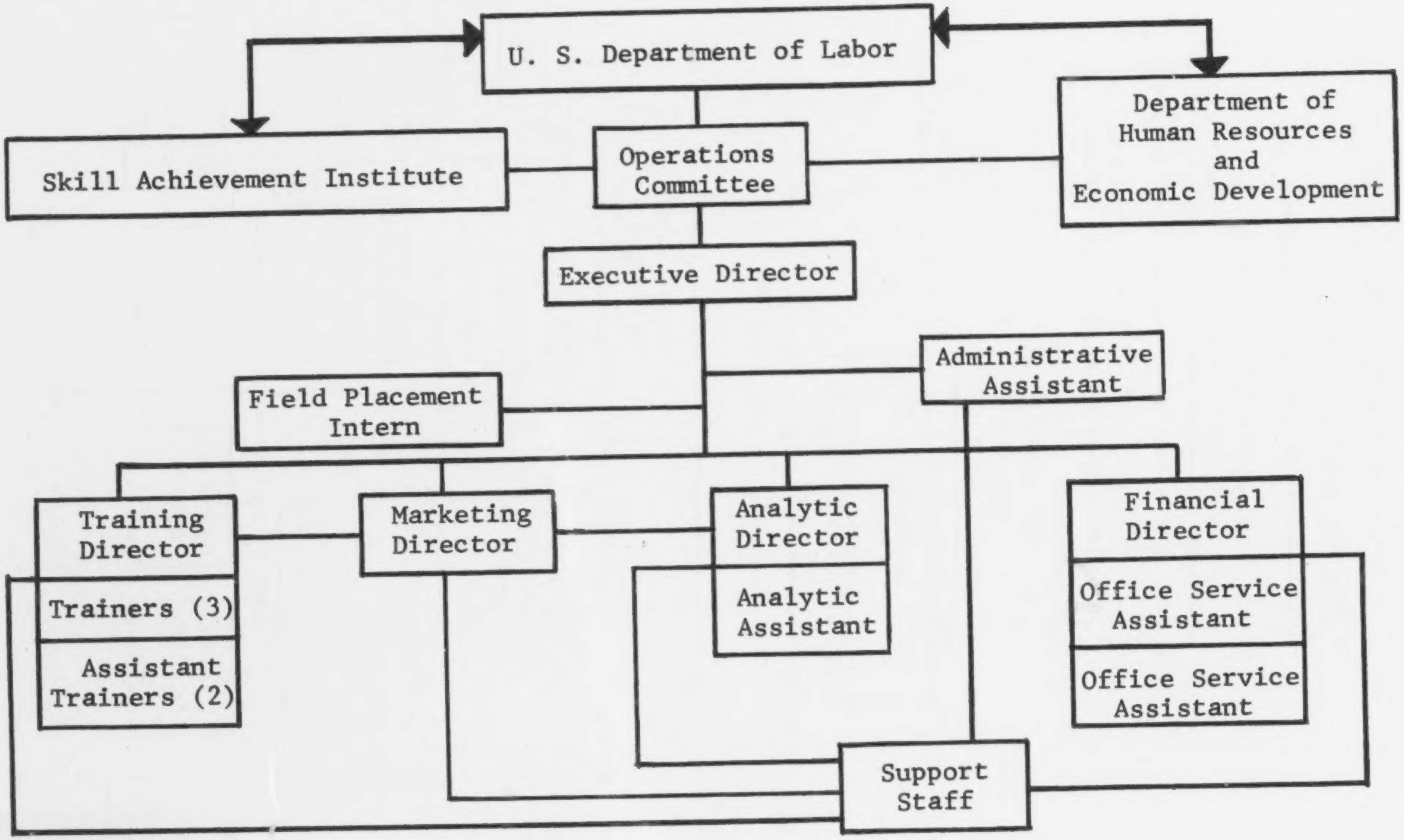

U. S. Department of Labor
Skill Achievement Institute
Operations Committee
Department of Human Resources and Economic Development
Executive Director
Administrative Assistant
Field Placement Intern
Training Director
Trainers (3)
Assistant Trainers (2)
Marketing Director
Analytic Director
Analytic Assistant
Financial Director
Office Service Assistant
Office Service Assistant
Support Staff

Figure 4

- Baltimore, where the project was created as a nonprofit organization;
- Cleveland, where the project was begun as a special project of an existing public agency.

Sponsoring Agencies' Differentials

There were no preset criteria for selecting an organization to act as a project vehicle. The Institute hoped to discover whether there would be any measurable difference which could be attributed to the organizational structure of each of the projects.

In the case of Cleveland, the Institute selected an existing nonprofit organization with funding to be subcontracted with the Institute. The U. S. Department of Labor overrode the Institute's choice and decided that a prime contract would be entered into between the U. S. Department of Labor and the Office of the Mayor — Cleveland, Ohio. This decision eliminated the possibility of measuring the effect of the Institute's acting as a prime contractor and thus having a strong degree of control. Another problem resulting from this choice of funding for the Cleveland project was the inherent limitations it placed on the E&D features of organizational structure.

Two of the three cities were sponsored by a public agency. Newark was sponsored by the New Jersey Department of Labor and Industry, a state agency; and Cleveland was sponsored by the Office of the Mayor, a city agency.

Contract Activities

As the projects were similar in scope, the only significant time spent on proposal writing and negotiation was for the first project (Newark). This first project proposal formed the model from which the contracts for the remaining cities were negotiated. The prior experience in proposal writing and contract negotiation of the Institute staff helped expedite the procedure.

The negotiation of sufficient funds to accomplish objectives has been a problem common to the Institute and the three cities. A negotiated reduction in the amount of funds requested (which represents the elimination of fat) is not only to be expected, but is desirable because it acts as a discipline to management. Just as insufficient capital is a prime reason for business failure in the private sector, so can an insufficient level of funding contribute significantly to the failure of a program to meet contractual objectives. In many cases the negotiation of funding levels takes place after the operational objectives have been agreed to. There is a danger that funds may be reduced to a level which obviates the successful implementation of a program. When this occurs, operational objectives must be reduced to a point where there is a reasonable balance between these objectives and the funds available.

Key Staff Recruitment

The Institute was directly involved in the recruitment of each project's Project Director, Director of Training, Director of Marketing, Controller, and Analytic Director.

In keeping with its managerial philosophy, the selection of subordinate staff members was, for the most part, a responsibility of the appropriate director. The exact qualities needed for each position were extremely hard to define. Job descriptions were developed, but these, at best, could only serve as guides (see Appendix E, Volume I). Experience had shown the Institute that good staff members often had unrelated formal backgrounds.

Logistics

The leasing of space and the purchase of equipment and initial inventories of supplies was done by members of the Institute's staff. By adopting this approach, project staff members were able to return to fully operational and equipped offices after their in-service training. In all cases, sponsoring agencies approved leases and major purchases. Both the Newark and Cleveland projects faced difficulty because the regulations of the sponsoring agency delayed logistic activities. The Cleveland project ran into an acute problem in the purchase of furniture and equipment. The loan of furniture by dealers who were bidding provided a temporary solution. The regulations of the City of Cleveland no longer present these problems because the project controller is fully aware of the regulations and the lines of communications, and he is able to expedite purchases when necessary. Eventually a manual on logistics, which established guidelines, was issued by the Institute.

Marketing

During this stage of advance operations, the Institute began to lay the groundwork for future marketing activities. Some of this groundwork was accomplished in combination with the activities of selected cities, sponsoring agencies, and Board members. Contacts were made with groups such as the local Chamber of Commerce, National Alliance of Businessmen and various other employer groups involved in development activities. At the same time, a detailed marketing plan was developed for the use of the marketing staff. As the marketing of programs is an essential element of a successful program, a separate volume describing the marketing process was authored by the Institute's Director of Marketing and is included in this final report. (See Volume II.)

Completion of Institute Staff

At its creation, the Institute had a core staff of people who had been involved in the development and implementation of upgrading.

There were no experienced people readily available to fill what was designed to be the most sensitive position in the system, that of Field Advisor. A possible source of experienced people would have been ex-staff members of the New York City project. Unfortunately, most of them had been recruited by private industry. And private industry was not a promising reservoir of talent because the Institute could not offer positions which were attractive enough in terms of salary, fringe benefits and career security.

The Institute began a comprehensive recruitment campaign using newspaper advertisements and extensive personal contacts. One salient point was driven home during this recruitment campaign: there is a great shortage of people who have had significant experience in the field of successful manpower programs. Those people who have demonstrated success are in great demand and are therefore not readily available.

A second major negative factor is the area of salary level, which is lower in a federally funded manpower program than in competitive private industry positions.

Government should be concerned with these personnel problems for two reasons:

1) the low, noncompetitive salary levels in projects they fund, and

2) the time limitations of any particular contract.

While difficult, these problems can be surmounted by the proper presentation of the reputation, challenge and uniqueness of the Institute's program.

In-Service Training — City Staff

When the recruiting of staff for the three new projects and the Institute was complete, a second personnel problem arose. The projects were staffed by people to whom HIT was entirely new. The objectives, then, were to train the staff of each project in the concepts and methodologies of HIT and show them how to implement the training in each area.

A two-phase in-service training program was developed. This program, in its first phase, was done in two parts. Part 1 was a short program for key program staff, and Part 2 was a more extensive program for all staff members. Subject matter included:

- Project Director Management Development
- Staff Management Development
- Training Concepts and Methodology
- Evaluation Procedures

- Analytic Activities
- Reporting and Documentation
- Marketing
- Financial Management

The second phase of the training program did consist of an ongoing in-service training on a preprogrammed basis and on an as-needed basis.

In addition to the Institute-sponsored in-service training programs, each project could, in consultation with the field advisor, develop any in-service programs considered necessary. Extensive manuals which explained and illustrated the in-service courses were developed for the implementation of the in-service training. The curriculum outlines for the in-service programs are in Appendix F, Volume I.

Development of Field Support Design

The objective of the Institute was to make available to the individual projects a full range of supportive expertise. To accomplish this effectively, the Institute planned to have a field advisor assigned to each city project. This field advisor was to act as the formal communications link to the city, the technical advisor to the project, and to the overall project evaluator.

The establishment of the field advisor as the communications link was designed to create a focal point through which all data would flow to ensure the availability of information in as ungarbled a state as possible and to eliminate the confusion which would result if a series of communication links were created.

The role of field advisor as a technical advisor was designed to create a central source of supportive expertise for the city project to call upon. The field advisor's primary expertise would be in the area of training and he would lend direct assistance there. In the areas outside of his immediate expertise, he would be able to make available to the projects the expertise of Institute Directors. His role as overall evaluator was designed to fill the gaps in the activities of the evaluation division. The evaluation division would essentially conduct in-depth evaluation of specific areas, while the field advisor would provide an overall evaluation of the project as it was in process of operation.

The role of the field advisor is indispensible to a systems manager concept. The time and resources expended on the solution of the problems which arose during the development of this role were well spent. The field advisor is now an effective tool for supporting projects; this role has been developed and tested and is ready for future use.

Development of Information System

Accurate information, meaningfully classified, available for quick retrieval, and reported in a systematic manner for decision making is in all probability the lifeblood of an organization. This becomes even more important when the "organization" consists of four separate entities geographically dispersed.

The Institute planned a two-phase effort in the creation of its information system. The initial phase was concerned with determining the types of data, the forms to be used in collecting data, the coding and classification system and methods for storing and retrieving data. This task was completed and a manual entitled Information Flow System was published which discussed the system in detail.

The second phase of activity was the development of a reporting system. This system is called an Operations Control Report. The full details of this system were published in a manual called Operations Control Report. The Institute had designed a complete information system. Theoretically, the system looked fine; practically, it broke down almost immediately. The burden of data collection lay with the cities and no recognition was given to this fact in the staffing plans. Each project voiced strong objections to the amount of data forms and their frequency of preparation. Objections were raised that there was extensive duplication of requests from the Institute for the same data on different forms.

At the time of the development of the Operations Control Report, a cursory review was made of the forms being used. This review indicated that the criticisms of the projects were well-founded. A decision was made to collect only necessary data. In effect, the Institute had created an open-ended data bank based on a philosophy of collecting every bit of information which could have potential use. As an open-ended data bank, the design of the Institute information system was excellent. In terms of budget reality it could not be fully implemented by the city projects.

This poses a real problem. If the system is indeed E&D, it takes great risks when it decides on what data is to be collected and which is not. It cannot forecast the importance of types of data. On the other hand, the sheer collection of data cannot be allowed to hinder the operations of the project. The Institute made an expedient decision in this case; however, that decision cannot be considered a solution to the problem. The entire information system will be reviewed in depth in the near future. The objective will be to attempt a redesign of the information system so that a realistic balance is struck between the comprehensiveness of the data bank and the resources available for the collection of data.

Development of Financial Management Systems

The use of resources to support activities designed to meet organizational objectives is an extremely important aspect of an organization's life. The intelligent use of resources becomes even more important when, as in the case of the three-city system, the amount of funds is limited and there is no opportunity to receive more funds.

The key objective of this activity was the development of a financial reporting system which would allow management to allocate resources in a way which would maximize the project's ability to meet its objectives. An explanation of this reporting system was published in a document titled, "Financial Reporting Systems" TM 1200.8. Very little effort was expended in the area of formulating an overall accounting system. This approach was not considered realistic since both the Newark project and the Cleveland project adopted the accounting procedures of the State of New Jersey and the City of Cleveland respectively.

Evaluation Design

The objective of the Institute was to develop an ongoing, in-depth evaluation design and program which would be able to determine problem areas so that solutions could be implemented without affecting design, time or cost in a negative manner.

A working paper was prepared which detailed the evaluation design as it was perceived by the Institute's Evaluation Division.

This design was never implemented nor in fact has there been any in-depth evaluation performed by the division. The division itself has been eliminated as a distinct entity and its responsibility has been assigned to the various other divisions of the Institute. (Part II of Volume III of this report was prepared by a specially selected Training Director of one of the city projects. It is an impressionistic evaluation based on his extensive experience and communications with the other projects.)

A few of these initiating and operational planning activities were peculiar to the Institute's position as a systems manager. Most of these steps, however, would be necessary for any manpower training program that features in-plant training in private industry. The same staffing, marketing, and logistics problems will await the manager of similar projects. (See Figure 5, Project Management Building Block.) A detailed discussion of how the Institute established criteria and standards and then set about becoming operational can be found in Volume I, An Applied Model for Project Management.

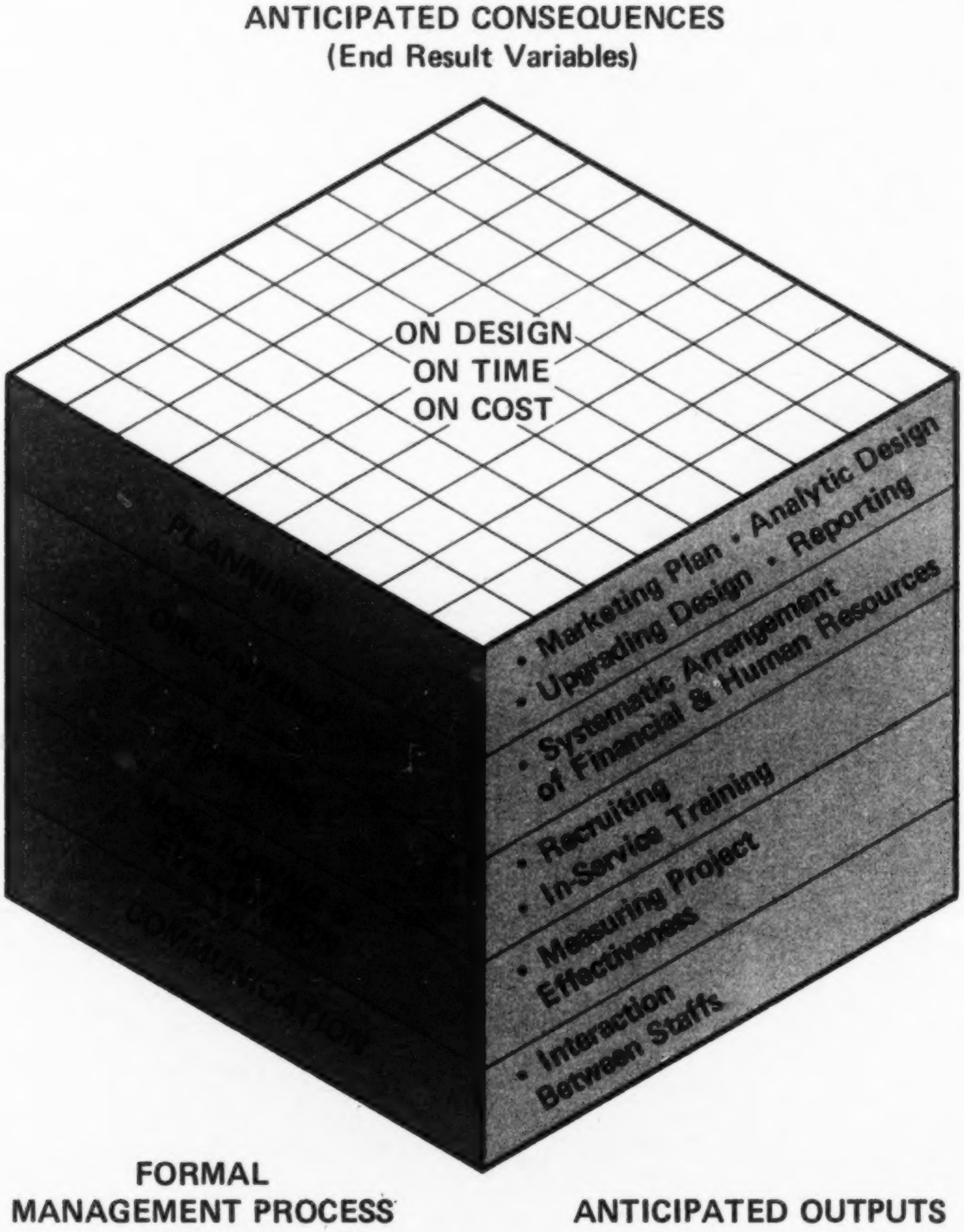

ANTICIPATED CONSEQUENCES
(End Result Variables)
ON DESIGN
ON TIME
ON COST
PLANNING
ORGANIZING
COMMUNICATION
• Marketing Plan • Analytic Design
• Upgrading Design • Reporting
• Systematic Arrangement of Financial & Human Resources
• Recruiting
• In-Service Training
• Measuring Project Effectiveness
• Interaction Between Staffs
FORMAL MANAGEMENT PROCESS
ANTICIPATED OUTPUTS

Figure 5

PROJECT MANAGEMENT BUILDING BLOCK

Marketing Philosophy

Since the success of the upgrading program depended upon being able to implement training programs in private industry, marketing and selling HIT to business management became of prime importance to each city project.

The growing proliferation of manpower services and programs has made the task of selling training for upgrading programs increasingly more complex. At the same time, management has become increasingly more wary of a fragmented approach to solving manpower problems.

Unlike institutional manpower training programs, in which trainees are recruited to attend courses away from the job setting, in-plant HIT programs can only be performed when a company permits entry into its system. Therefore, the Institute has developed a philosophy and approach to marketing and sales similar to that of the profit-oriented business enterprise. The "product" (training and upgrading programs) is sold on the basis of the benefits to be derived by the "customer" (employer) and not as another government appeal to businessmen to recognize their social responsibility toward the underprivileged.

We have learned that functioning on a businesslike basis increases the possibilities for a long term relationship with the business community. One of the essential tools for performing this function, we have found, is the Marketing Plan. Sales must be founded on a sound knowledge of the product and of the market, on a knowledge of competitors in the field, and on a step-by-step strategy of approach to sales. All of these call for ongoing marketing research. They also imply a constant review, and when necessary, revision of the plan.

An awareness of employment trends, national policy, general business projections, and an understanding of the problems of the minority group workers, who remain the largest factor in the unemployed and underemployed, are all part of the presales foundation.

The target industries identified by the three-city E&D projects were health and other service industries, light manufacturing, retail and wholesale merchandising, and public agencies. These industries were chosen because they met these criteria: employment of the largest numbers of Black and other minority group workers earning $5,000 or less, evidence of manpower shortages at the semi-skilled and skilled levels, and evidence of general employment growth.

Prior to establishing the three city projects, Institute staff members arranged meetings with representatives of business, industry, labor, education, government, and the community. This type of public relations, before the start of marketing and training operations, helped prepare the way for initial sales contacts by the city projects.

The three city Marketing Directors were given an In-Service Training program comprised of general project management and HIT concepts. (This In-Service Training is described in Volume I of this series.) The In-Service Training also included basic guidelines for developing each project's marketing and sales plans, training in sales techniques, preparation of sales materials, and guidelines for marketing management.

Marketing Plan and Data Base

Each Marketing Director was required to prepare a Marketing Plan containing the following:

- Statement of general objectives
- Market research
- Sales strategy
- Sales materials
- Market management

Time pressures to meet certain contractual numerical commitments were a reality which necessitated an immediate sales effort simultaneous with preparation of the plan. Therefore, it was not until the projects were about one-third into their contracts that the plan began to serve as the blueprint for action.

The marketing data base was built by these steps:

- Comparative analysis of industry;
- Growth rate in the area;
- Record of employment by industry;
- Record of employment pattern by industry, occupation, earnings and race;
- Skill shortage survey;
- Occupational projections;
- Labor turnover rates;
- Analysis of above data to determine those industries meeting the established criteria;
- Preparation of profile on industries selected;
- Background on companies within the industrial categories identified above (see Appendix B, Volume II, for sample form used by one of the projects);
- Identification of those companies listed that could be distinguished by one or more of the following: high turnover and job vacancy rates, seasonal unemployment, participants in MA-5 programs or members of NAB-JOBS;
- Preparation of a descriptive list (name, address, telephone number, leadership, training policies and practices) of labor unions and trade and business associations

that fall within the industry categories selected;

- Identification of other manpower training and upgrading programs in the market.

Reflecting both the goals of E&D and the constraints of time and cost, program quotas were set by:

- Type of industries — projected number of HIT programs and analytic studies to be implemented in each;

- Type of programs within each industry — priority listing by types of skills and trainee quotas.

At this writing (May, 1969), HIT upgrading programs have taken place in over forty private and public organizations in three cities; e.g., in retail trade; insurance; housing; health, food, and other services; printing; in manufacturing: meat processing; plastics; electrical components; chemicals; aircraft engines. By the end of the contractual period, each city project is committed to have trained and upgraded 350 underemployed workers directly and another 350 indirectly (through trained company trainers) in approximately 35 organizations. The contracts are for eighteen months; at least three of those months were spent training and tooling up for full-scale operations. It can be seen, then, that each Marketing Director would have to average a little more than two sales a month. This requires planning, tight scheduling, and constant follow-up.

From the start, the temptation was to plunge immediately into the direct sales phase of activities. In the rush "to get things off the ground" the Institute found that there was a tendency to postpone planning indefinitely or to give it only token attention.

While there was initial reluctance, the projects' managers were eventually convinced that the preparation of a marketing plan at the start of activities would provide greater assurance of meeting contractual commitments. Furthermore, they realized that a marketing plan, once executed, would permit a more systematic review and lay the foundation for establishing the project on firm ground beyond the eighteen-month government contract. (See Figure 6, Marketing Process — Flow Network.)

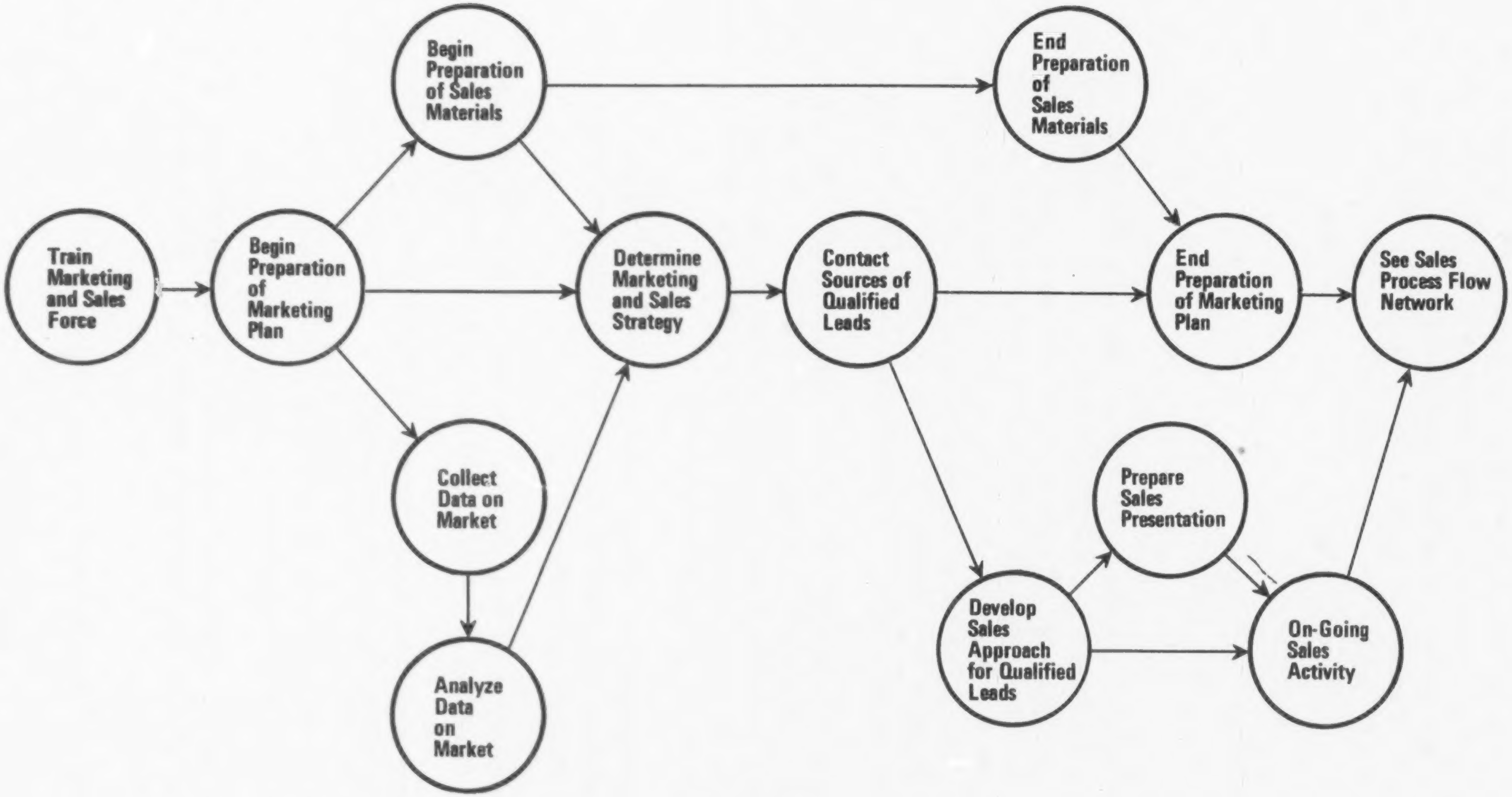

Train Marketing and Sales Force
Begin Preparation of Marketing Plan
Begin Preparation of Sales Materials
Collect Data on Market
Analyze Data on Market
Determine Marketing and Sales Strategy
Contact Sources of Qualified Leads
End Preparation of Sales Materials
End Preparation of Marketing Plan
See Sales Process Flow Network
Develop Sales Approach for Qualified Leads
Prepare Sales Presentation
On-Going Sales Activity

Figure 6

MARKETING PROCESS – FLOW NETWORK

Ideally speaking, it would have been preferable for each project to have taken the one required month to prepare the marketing plan prior to the start of sales. Instead, both activities were carried out simultaneously. As a consequence, sales got off to a slow start, and the marketing plan was not effectively used until a few months into the life of each project.

Sales Process

The major activities in the sales process are plotted out in Figure 7, Sales Process — Flow Network. The time spans are dependent, of course, on the customer's needs and interests, and therefore no set periods have been designated on the chart. From the first appointment with top management to the signing of the Letter of Agreement, the time expended by project sales staffs has been from 30 to 90 days. The number of visits to an organization has ranged from two to ten.

During this sales process, it is important that the same salesman follow through from beginning to end. In some cases, the Project and Training Directors were also involved at specific points of the negotiations to fortify the relationship between the project and the customer.

Every sales presentation meets with some resistance. The following represents a sampling of the objections raised at various sales presentations:

- Why create prima donnas by selecting trainees and causing morale problems among peers?
- There are too many problems involved, *e.g.*, seniority in union contract.
- Some workers are upgrading their skills on their own initiative.
- Trainees should be asked to give their own time since the company would lose 400 man-hours.
- What of the future of trainees?

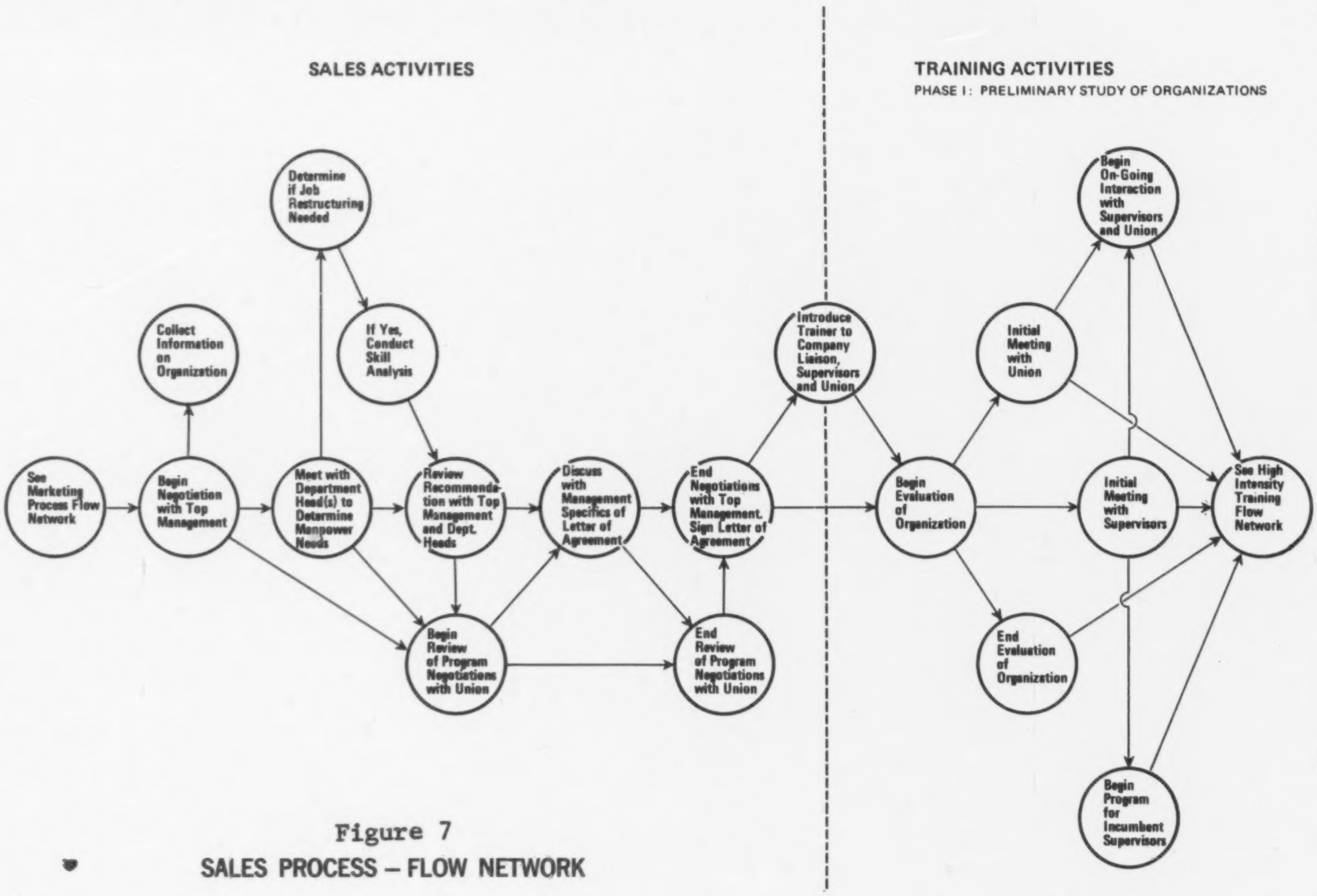

SALES ACTIVITIES
TRAINING ACTIVITIES
PHASE I: PRELIMINARY STUDY OF ORGANIZATIONS
See Marketing Process Flow Network
Begin Negotiation with Top Management
Collect Information on Organization
Meet with Department Head(s) to Determine Manpower Needs
Determine if Job Restructuring Needed
If Yes, Conduct Skill Analysis
Review Recommendation with Top Management and Dept. Heads
Begin Review of Program Negotiations with Union
Discuss with Management Specifics of Letter of Agreement
End Negotiations with Top Management. Sign Letter of Agreement
End Review of Program Negotiations with Union
Introduce Trainer to Company Liaison, Supervisors and Union
Begin Evaluation of Organization
Initial Meeting with Union
Initial Meeting with Supervisors
End Evaluation of Organization
Begin On-Going Interaction with Supervisors and Union
Begin Program for Incumbent Supervisors
See High Intensity Training Flow Network

Figure 7
SALES PROCESS – FLOW NETWORK

- What skills are you training for? Do you have trainers who specialize in a particular skill?

- We already have skill programs. How does yours differ?

- How do you "unfreeze" attitudes?

- We want to see samples of curriculum.

- How can training be done in a short period of time?

- What are the standards for judging those to be given new job titles and responsibilities?

- Why an eight to ten percent salary increase?

The salesman should be prepared to answer these and many other questions which serve to point out the necessity for a thorough knowledge and imaginative application of what the product has to offer. (See Volume III of this report.)

A supply of promotional materials has been found to be invaluable for these sales presentations. Brochures, viewgraphs and demonstration kits were developed by the Institute's marketing staff and by the individual city projects. Figure 8, Manpower Problem Indicators — Training and Upgrading, is an example of one of these pieces of sales materials that was used in a variety of presentations.

Signing the Letter of Agreement

The final act of closure in the sales process is, of course, the negotiations that must be conducted to get the signature on the Letter of Agreement. The responsibilities of the company to their employees and to the personnel of the training project should come as no surprise at this point. The salesman of a training program should have made these facets of the program clear from the beginning. At this time his job is not to explain, but to make certain that the company's obligations are agreed upon and clearly stated in the agreement.

MANPOWER PROBLEM INDICATORS — TRAINING AND UPGRADING

Apparent Operational Problems	Factual Analysis of Problems	HIT Services as Solutions
• Job vacancies on the semi-skilled and skilled levels	• Identity of jobs unfilled • Period of time jobs vacant • Reasons why jobs not filled	• Manpower and skill analysis • Skill upgrading program for underemployed to fill job vacancies • Train a company trainer
• High turnover and absenteeism	• Turnover rate — number of separations per month — average monthly employment • Absenteeism — man-days lost, total man-days scheduled per week or per month	• Develop systematic approach to training and upgrading process indicating management and supervisory interest • Provide other motivational factors on the job
• Chronic employee/supervisor difficulties on interpersonal level • Inadequate information about job procedures and manpower requirements	• Cost of delays caused by inadequate record keeping and poor communications • Man-hours lost as result of employee/supervisor frictions	• Supervisor seminars • Orientation programs • Human relations training
• Operational errors resulting in scrap or rework • Increase in customer complaints and returned goods	• Analysis of quality control system • Accounts lost or reduced • Excessive total labor and material costs	• Quality control training • Overview of organization's objectives and structure/interrelationship of departments

Figure 8

There were major weaknesses in some of the Letters of Agreement signed by the three city projects and the organizations with which they negotiated. For example, although salary increases contracted for actually ranged from five to twenty percent, in most instances the increases were less than eight percent. Also, until follow-up visits after training were made, complete compliance with the terms of agreements has not always been the case. Some cases indicate that the projects had to prod and cajole in order to get the increases and new positions for the trainees.

It is strongly recommended that the new salary and job title not be left open-ended. Whatever contingency is involved should also be spelled out in the agreement.

Choosing the Marketing Staff

The people who carry out all the marketing and marketing management activities contribute to a major share of the success or failure of a training program. The marketing and sales force usually makes the initial contacts with company management. The impression they make at this time is, of course, a crucial factor in whether or not a training program will indeed be implemented. The choice of people who can assume this responsibility, particularly the marketing directors, becomes a decision that affects the vitality of the entire project.

Only one of the three city Marketing Directors had some sales experience; one came from a governmental agency dealing with manpower programs; and the third was a leader of a well-known civil rights organization. Each of the three had a different combination of manpower specifications that manifested potential ability to perform the duties of Marketing Director. All had the ability to communicate, possessed self-confidence and exhibited resourcefulness — essential qualities in marketing and sales.

The job description for Marketing Director (originally designated as Program Developer and subsequently given the more descriptive title) was prepared by the Institute. This criterion was found to be useful not only in the selection of candidates for the positions in the city projects, but also as a guideline for their functions and duties.

In summary, during three years of experimental and demonstration activities to train and upgrade the underemployed worker in the plant environment, HIT upgrading programs have been implemented in more than one hundred private and public organizations. An important part of that experience has been convincing top management in a wide variety of industries to capitalize on its own human resources to satisfy semi-skilled and skilled labor shortages.

High Intensity Training

Included in the report is a Handbook for High Intensity Training implementation. It does not relate field experiences directly (except for isolated case studies). However, it is the result of the Institute's entire upgrading experience and is set forth as a reference and a text upon which to base further developments of HIT.

The High Intensity Training process has proven to be one effective means of upgrading the underemployed worker. Thus, a handbook on how to implement the process should be of some practical use to professionals in the manpower development and training field. It is, admittedly, only one of the many training concepts extant, and it is hoped that persons reading and using the handbook will question each aspect. As a dynamic concept, High Intensity Training is capable of growth and development, improvisation and refinement. It is, therefore, our further desire to have the reader build upon, replace, and generally improve through practice the techniques and methodology herein described.

In actuality, a HIT program does attempt to accomplish organizational and personal change among a large group of persons in a very short period of time. At the same time it must spend considerable time on skill upgrading. However, the true strength and success of the concept resides in its all-inclusive nature. Other simpler training programs which devote their attention to just upgrading the underemployed worker's skill seldom even accomplish their single objective. By acknowledging the existence and the effect of many organizational and personal variables on an upgrading program, HIT is able to avoid the pitfalls of so many traditional training programs. At the same time it is able to accomplish objectives that go far beyond skill training. (These objectives are discussed in the next section.)

The Components of a HIT Program

High Intensity Training programs offered to industry and to the underemployed worker include the following components:

- Analysis of Manpower Needs
  An analysis is made of existing job structures in order to determine the technical skills for which training and upgrading is needed. Where necessary and feasible, recommendations are made on methods of restructuring jobs to more fully satisfy the production needs of the organization and to provide new promotion opportunities for the underemployed worker.

- In-Plant Training by Industrial Trainers
  A full-time trainer is assigned to each participating organization to design and implement the HIT program for the identified job skills. The trainer works with trainees, supervisors and management in the plant setting until completion of the program. Depending on the needs of the organization, more than one trainer may be assigned.

- Preparation of Training Materials
  Training materials developed for in-plant instructors and for trainees are left with trainees and the organizations for future HIT programs.

- Training a Company Trainer
  An employee of the participating company is trained to conduct future training programs to provide ongoing HIT programs within the organization. In addition, other plant personnel are called upon to instruct trainees during the program. This means that they, too, undergo instructor training.

- Advanced Seminars for Trainers
  Advanced training is given to selected in-plant trainers in new HIT methodology for

training low-skilled workers and new entry-level, minority group employees.

- Development of Supervisory Skills
  Wherever feasible, workers are taught the skills necessary to move up to supervisory positions. In all cases they are taught human relations, communications and problem-solving skills.

- Basic Communication Skills
  Basic communication skills are offered on a selective basis to workers who are unable to move up the occupational ladder because of basic English deficiencies. Motivation and guidance for further available education is provided as well.

- Money Management Courses
  The curriculum includes courses designed to teach money management, including avoidance of liens, garnishments and higher interest rates. Budgeting of family income is an important aspect of this part of the curriculum.

- Self-Help Resource Services
  Career guidance, continuation of schooling, where to find help with legal, medical, housing or other problems are included in the resource information imparted to trainees.

- Recruiting Services for Employer
  The trainer sets up communications with referral agencies for entry-level job openings which will be created by upgrading the trainees. The trainer encourages the employer to recruit and train the unemployed for new entry-level jobs.

- Seminars for Supervisory Personnel
  Formal and informal seminars for supervisors whose subordinates are involved in HIT programs are held before, during and after training concerning behavior and attitudes toward low-skill, minority group workers.

In addition, they are shown how to improve their skills so as to train their own workers more effectively.

- Follow-Up Training Review Services
  Return visits are made to organizations to evaluate the results of training and to assist in the implementation of second and third cycles that are an outgrowth of the original High Intensity Training program.

Summary of the Unique Features of High Intensity Training

- High Intensity Training programs reduce traditionally overlong curricula into short, high-impact courses.
- High Intensity Training programs are based on curricula developed specifically for the particular job and manpower needs of the individual organization.
- High Intensity Training programs take into consideration the low-skill worker and his total work and home environment.
- High Intensity Training programs are catalytic: by going into the plant setting, trainers attempt to unfreeze negative attitudes that management and supervisors may have toward low-skill workers.
- High Intensity Training programs are designed to develop the technical skills and human relations skills of the low-skill worker.
- High Intensity Training programs are designed to build the self-esteem, confidence and motivation necessary to encourage the worker to go beyond the job he is being trained for.
- High Intensity Training programs utilize new techniques in building work group cohesiveness and motivate low-skill, low-wage, minority group workers to assume greater work loads and supervisory responsibilities.

Five Phases of HIT

Figure 9 represents a High Intensity Training Program Flow Network. The flow has been divided into five phases.

Phase 1 — Preliminary investigation of the organization.

Phase 2 — Job Task Analysis.

Phase 3 — Curriculum Development.

Phase 4 — Training.

Phase 5 — Follow-up.

The designation of these phases is somewhat arbitrary and is mostly employed for purposes of exposition. In studying this model and reading this section of the handbook, several things should be kept in mind:

- It is a highly idealized model of a HIT program. It depicts what should occur under perfect operational circumstances.
- The phases are not really as distinct as pictured; often they overrun one another. This is especially true of Phases 1 and 2, 2 and 3, and 3 and 4.
- The time allotted to events is not fixed as depicted. In fact, time is a highly variable parameter.
- Under a given set of special circumstances, following this "canned" model might prove dysfunctional. Each HIT program must be adapted to the needs of a given organization at a moment in time.

PHASE I: Preliminary Study of Organization

OBJECTIVES

1. Familiarization with overall organizational goals and functions.
2. Gain support of supervision.
3. Gain support of union representatives.

PHASE II: Job Task Analysis

OBJECTIVES

1. Perform a job task analysis of target job.
2. Select trainee group(s).
3. Select a company trainer.
4. Gain greater familiarity with organization.
5. Obtain increased commitment from supervision and union.

PHASE III: Curriculum Development

OBJECTIVES

1. Development of HIT curriculum.
2. Prepare trainees' and trainers' manuals.
3. Select skilled resource persons.
4. Orient skilled resource persons in training techniques.

PHASE IV: Tr

OBJECTIV

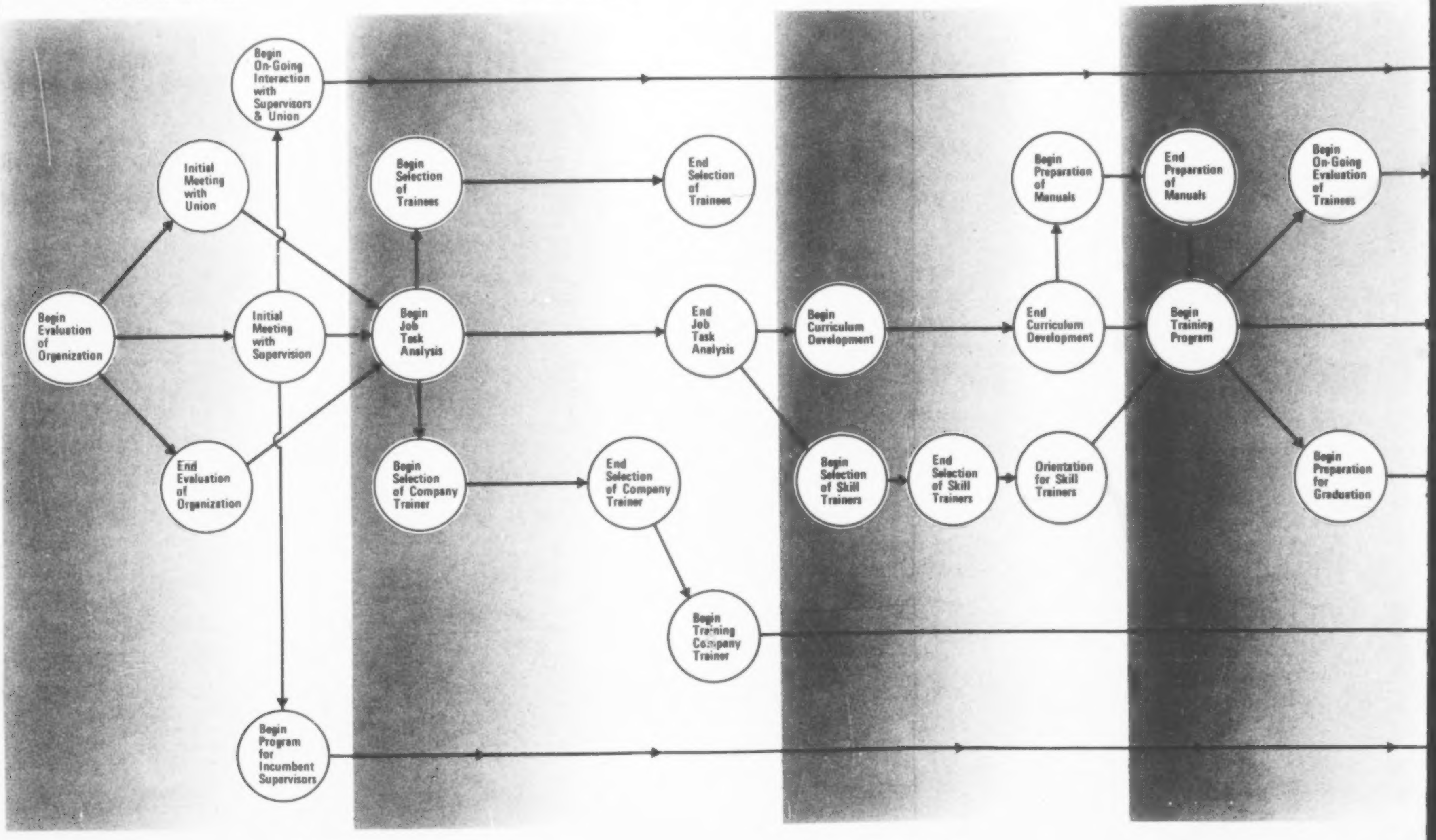
1. Conduct training for underemployed w
2. Conduct training for supervisors.
3. Conduct on-going evaluation of all tra
4. Provide feedback to supervisors on pr
5. Provide feedback to management on p
6. Preparations for graduation.

APPROXIMATELY 1 WEEK

APPROXIMATELY 2 WEEKS

APPROXIMATELY 1 WEEK

APPROXIMATELY



Begin Evaluation of Organization
Initial Meeting with Union
Initial Meeting with Supervision
End Evaluation of Organization
Begin On-Going Interaction with Supervisors & Union
Begin Program for Incumbent Supervisors
Begin Selection of Trainees
Begin Job Task Analysis
Begin Selection of Company Trainer
End Selection of Trainees
End Job Task Analysis
End Selection of Company Trainer
Begin Training Company Trainer
Begin Curriculum Development
Begin Selection of Skill Trainers
End Selection of Skill Trainers
Begin Preparation of Manuals
End Curriculum Development
Orientation for Skill Trainers
End Preparation of Manuals
Begin Training Program
Begin On-Going Evaluation of Trainees
Begin Preparation for Graduation

RESULTS

1. Adequate knowledge of organization to begin design of an HIT program.
2. Supervisors' support.
3. Union support.

RESULTS

1. Sufficient information on target job(s) to develop HIT curriculum.
2. Trainee group(s).
3. Company Trainer.
4. Increased knowledge of organization.
5. Increased commitment on part of supervision and union.
6. Awareness of program throughout organization.

RESULTS

1. Trainees' and trainers' manual complete with curriculum and supplementary audio-visual aids.
2. Scheduled sessions to be conducted by skilled resource persons.
3. Continued involvement of organization personnel and union.

RESU

1. Upgraded and motivated workers.
2. Improved supervisory force.
3. Extensive involvement of all levels

Figure 9

HIGH INTENSITY TRAINING PROGRAM - FLOV

PHASE III: Curriculum Development

OBJECTIVES

1. Development of HIT curriculum.
2. Prepare trainees' and trainers' manuals.
3. Select skilled resource persons.
4. Orient skilled resource persons in training techniques.

PHASE IV: Training

OBJECTIVES

1. Conduct training for underemployed workers.
2. Conduct training for supervisors.
3. Conduct on-going evaluation of all trainees.
4. Provide feedback to supervisors on progress of underemployed trainees.
5. Provide feedback to management on progress of supervisors.
6. Preparations for graduation.

PHASE V: Follow-Up

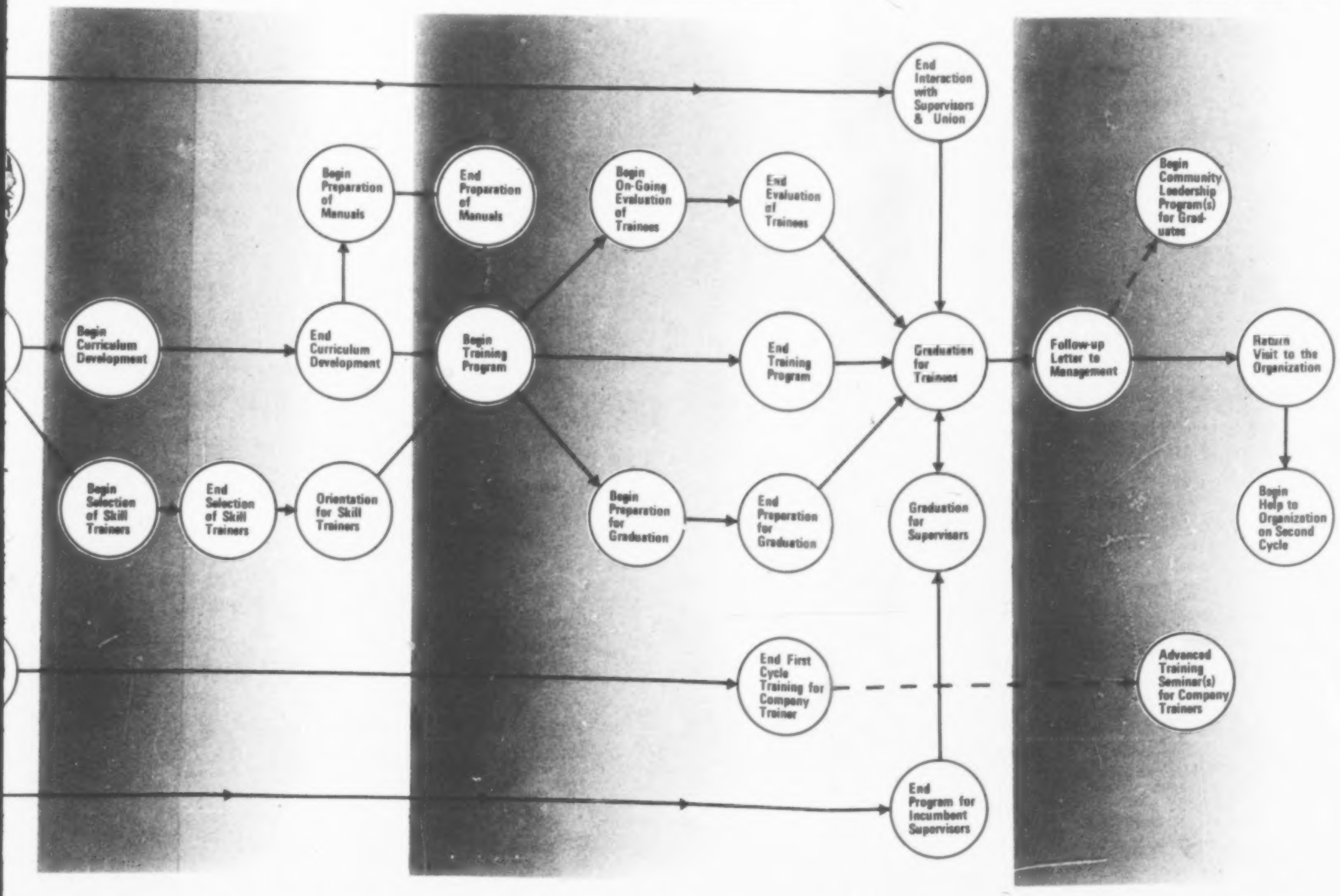
OBJECTIVES

1. Encourage and support management with second program.
2. Further the training of company trainers.
3. Develop the leadership skills of the upgraded workers and stimulate their interest in the community.

APPROXIMATELY 1 WEEK

APPROXIMATELY 5 WEEKS

BEGINS APPROXIMATELY 2 WEEKS AFTER GRADUATION


End Interaction with Supervisors & Union
Begin Preparation of Manuals
End Preparation of Manuals
Begin On-Going Evaluation of Trainees
End Evaluation of Trainees
Begin Community Leadership Program(s) for Graduates
Begin Curriculum Development
End Curriculum Development
Begin Training Program
End Training Program
Graduation for Trainees
Follow-up Letter to Management
Return Visit to the Organization
Begin Selection of Skill Trainers
End Selection of Skill Trainers
Orientation for Skill Trainers
Begin Preparation for Graduation
End Preparation for Graduation
Graduation for Supervisors
Begin Help to Organization on Second Cycle
End First Cycle Training for Company Trainer
Advanced Training Seminar(s) for Company Trainers
End Program for Incumbent Supervisors

RESULTS

1. Trainees' and trainers' manual complete with curriculum and supplementary audio-visual aids.
2. Scheduled sessions to be conducted by skilled resource persons.
3. Continued involvement of organization personnel and union.

RESULTS

1. Upgraded and motivated workers.
2. Improved supervisory force.
3. Extensive involvement of all levels of organization in upgrading training.

RESULTS

1. Second cycle program.
2. Leave organization with improved training capacity.
3. Commitment of organization to goals and philosophy of HIT.
4. Additional leadership for the community.

Figure 9

TRAINING PROGRAM - FLOW NETWORK

Field Review of HIT

Part II of this volume contains a field review of six actual in-plant training programs, two from each of the three city projects. Because the differences between these and the idealized model of HIT in Part I are identified, the writer offers some fresh observations and assumptions about training concepts and methodologies. These may be considered to be additions for the further study and development of HIT.

Additional Observations

Underemployed Worker

- The underemployed worker has demonstrated that he has the ability to learn new tasks and assume new responsibilities in a very short time.
- The underemployed worker has shown that his ego, self-esteem, and motivation can be increased substantially within a very short period of time.
- The underemployed worker has shown that he is able and willing to accept new occupational challenges when they are presented to him in a meaningful and understanding way.
- The underemployed worker offers better promotional material for higher skill jobs in the organization than does a newly recruited outsider.

Supervisors

- Supervisors' attitudes toward underemployed minority group workers appear to have substantially improved following HIT programs.
- Some supervisors moved from initial antagonism toward the HIT program to attitudes of full cooperation and enthusiasm.
- A number of supervisors have reflected on their own human relations and technical abilities as a result of close proximity to the trainees, and appear to have reevaluated many negative perceptions.
- Some supervisors passed through initial stages of insecurity to realize that better trained subordinates served to improve their own status.
- Supervisors have shown a greater willingness, as a result of the HIT program, to listen to ideas and suggestions of low-wage, minority group workers.
- Supervisors were willing to participate in the HIT program as instructors, counselors, and curriculum developers after a sound indoctrination into the positive aspects of the HIT process.

Employers (Organizations)

- Employers who upgrade low-wage workers will fill the resultant entry-level job vacancies with unemployed workers or new entrants into the labor force.
- Traditional job hierarchies within organizations can be restructured to provide intermediary-level jobs for which low-skill workers can be trained and upgraded.

Differences Between the HIT Model and Field Experience

The field experiences have shown some distinct variations from the idealized HIT model in Figure 9. While all of the programs generally followed the flow of the model, differences in timing and substance were encountered in each new program. However, observations would suggest a closer look at components and timing that seem to need continual adjustment.

The Letter of Agreement

Usually the Project, Marketing and/or Training Director is present at the meeting to make final negotiations for the Letter of Agreement. The understanding reached at this meeting will service, among other things, as a basis for evaluating the accomplishments of the trainer. Ideally, the trainer should be responsible for the agenda of the meeting and make certain that management is asked to explain their understanding of the Letter of Agreement. Any points of uncertainty can be raised at this time, and any questions answered by the parties. This will serve to forewarn the trainer of possible future problems he may encounter during the training itself.

Renegotiation of the Letter of Agreement

Usually the initial Letter of Agreement serves as a general guideline as to what is to be done during the program. However, management quite often agrees only to a minimum number of trainees and a minimal wage commitment. Where the manpower and job task analyses indicate that additional trainees may be included for the mutual benefit of all, the trainer should have the knowledge and authority to renegotiate the Letter of Agreement.

Curriculum Requirements

The HIT model Program Flow Network indicates that training manuals should be completed prior to starting the training. In no case was the trainer able to meet this requirement, and experience would indicate that the guideline should be changed.

The trainer should prepare what might be described as a training proposal which specifically states the activities to be accomplished by him. The proposal serves as a plan and a strategy for management's approval. This is a prelude to the finalization of the curriculum. All objectives, methodologies and components must be indicated.

Selection and Training of Company Trainer

Management will usually designate the company trainer. An excellent opportunity to involve the management and the supervisory staff is available at this point. The Trainer must make himself available to the selected company trainer(s) for preparing curriculum materials, outlines, visuals, and the like. More time must be allowed for orienting and instructing the trainer in HIT methodology and trainer techniques. This lack of time has had a detrimental effect on the "multiplier" component of HIT. The trainer should also be informed of future preparatory programs planned for his benefit.

Analytic Studies

An analytic study was made as part of the contractual obligations. It was concerned with the impact of High Intensity Training in the short run. It discusses many of the functional as well as dysfunctional aspects of the methodology. This action-oriented analysis was performed in three cities and in five different plant settings. An attempt was made to focus on the trainees, non-trainees, supervisors and management, greatest emphasis being placed on the trainees and non-trainees. It is one of the first empirical studies of the underemployed worker in the plant setting, and by no means does it exhaust all of the variables for studying training effectiveness. It is both attitudinal and behavioral in its approach.

The reader should keep in mind that one of the most difficult aspects of action-oriented field research is controlling the many variables which can contaminate results. Another serious difficulty is doing research in a plant environment, an environment in which management and the worker tend to be somewhat suspicious of the objectives of the project staff. Consequently, the sample population was drawn from those organizations who were willing to participate in the analytic study. The sample is not random and is representative only of companies who were willing to comply.

The Worker

The trainees in the study can be described by a profile of the underemployed worker. The following statements were true of the sample population.

They were predominantly Black — 84 percent; 55 percent of these Black workers were female. They were approaching middle age — 36.7 years mean age, and theoretically in their peak income period; yet they had only a mean weekly income of $87.00. Many of the trainees, and their families, existed on the brink of economic subsistence; 50 percent of the trainees were the principal wage earners.

Their formal educational level was low — a mean of 9.7 years as compared to the supervisory mean level of 12.6 years. Although the trainees had a surprising record of job retention, a mean of 8.1 years with the same organization, none had ever received any formal training. Any "training" had been on the job and rendered informally by peers.

The trainees, and non-trainees, appeared to constitute a vast reservoir of untapped potential manpower.

The primary purpose of studying the underemployed worker (trainee) was to measure changes in this person's attitude and behavior from Phase I to Phase II. The most clearly identified changes to be discovered were in several areas.

The trainees' perception of the importance of their jobs was surprising. In Phase I, 64 percent viewed their job as important, but in Phase II this figure dropped to 33 percent. This change is a result of the trainees' increased self-awareness and self-esteem, as well as a broader, more objective view of the real world. They apparently were made aware of the incongruities of their jobs and their abilities, and this in turn engendered a state of cognitive dissonance. The unanswered question is, "Will this realization serve as a motivator to improve their social and economic circumstances?"

A testimony to HIT's effect on the supervisor is the fact that in Phase I fifty-five percent of the trainees perceived the supervisor as considering their job important to the organization. In Phase II this figure increased to a statistically significant 75 percent. This must be attributed to increased communications and supportive behavior on the part of the supervisor. Also, many of the trainees' negative perceptions toward supervision had been unfrozen.

The trainees were considerably more interested in their new jobs than in their previous jobs; 55 percent before HIT and 71 percent after HIT indicated that this was true. This may be a meaningless result. After eight years on a job almost any new job is bound to be more interesting, at least in the short run.

The trainees were also generally satisfied with their increased wages. In Phase I, 43 percent had perceived their salary as adequate. In Phase II this increased to a significant 67 percent. The small wage increase as an extrinsic reward appears to be valuable to the trainees and probably triggers numerous intrinsic rewards.

An unexpected phenomenon was the attitudes of the trainees toward their supervisors. In both phases 88 percent viewed the supervisor as being competent. He was also regarded as being open to suggestions, non-discriminatory on a racial basis, clear in his communications and inconsistent with the stereotype of the racist, non-human relations oriented supervisor. At face value, this data is difficult to interpret and since it seems contradictory, needs further investigation.

As a result of their training, the trainees developed into a cohesive work group. However, in interaction with non-trainees, the trainees were more excluded from the general group than they were prior to training. This change is consistent with Argyris' and Harrison's* findings as a result of the T-group experience. Apparently this is one of the dysfunctional aspects of any training program that changes attitudes of a small group within an organization.

One of the more promising aspects of change among the trainees was their viewpoint on advancement. Prior to training they generally regarded opportunities for advancement as a direct function of company policy. They seemed to hold the view that one's life was determined by bigger forces, i.e., the organization. After training, the trainees generally saw their own ability as the key factor for advancement. This represents a significant step in the trainees' personal development. Following training, the trainees had a more positive perspective on opportunities for advancement. However, this optimism was limited to opportunities within the organization. The trainees were still very apprehensive about attempting to transfer their new skills and knowledge to a strange environment.

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* Chris Argyris, Interpersonal Competence and Organizational Effectiveness. Homewood, Ill.: The Dorsey Press, Inc., 1962, pp. 131-137.

An area of some ambiguity is the trainees' educational aspirations. In both phases the trainees expressed considerable interest in furthering their formal educations. In all instances this meant completing high school or the G.E.D. However, a positive behavioral response was missing in both instances. Perhaps the school systems in their respective urban communities did not provide a decent vehicle for fulfilling their educational aspirations. Or perhaps while they gave thought to education it became difficult to work all day and attend classes at night, an arduous schedule for a head of a household.

Most of this section studies attitudinal change. However, if we regard the changes we found, within the context of an empirical model, such as Bennis' and Schein's,* we must conclude that we seldom change attitudes. Bennis and Schein view attitudinal change as a three phase process; unfreezing the old attitudes, developing new values, and refreezing the new attitude. The standard HIT model, when successfully applied, appears to move persons through the second phase. However, the responses were often too weak and mixed, and behavior too inconsistent to conclude that the new attitude had firmly taken hold. Also, this study is on the short range impact of HIT. Usually not more than two weeks had elapsed between the end of a HIT program and the Phase II interview.

The Supervisor

The data showed that the general characteristics of the supervisors are consistent with the Institute's expectations.

- They were an average 14 years older than the trainees — a mean age of 48 years.
- They were predominantly White — 76 percent. This figure would have been 100 percent were it not for the inclusion of a Black-owned firm in the sample.

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* Bennis, Warren G., and Edgar H. Schein (eds.). Personal and Organizational Change Through Group Methods. New York: John Wiley, 1965.

- They earned a substantially higher wage than the trainees: a mean of $121.00 per week or approximately $50.00 more.

- They had approximately the same job retention as the trainees.

- Sixty-nine percent were male; all female supervisors were in the hospital area.

- Their formal education was considerably greater than that of the trainees: 12.6 years, approximately three years more.

- In all instances they had "worked their way up" and had received little or no formal training in the process.

The panel study of supervisors, conducted to show change, produced the data which reflects the short-range impact of HIT. It will be discussed in light of the data from post-HIT interviews.

A high proportion (83 percent) felt that workers could be trained to become supervisors. However, a highly complex and ambiguous finding occurred in the area of the supervisors' perceptions of the need for a supervisory development program. Only 35 percent responded positively, while 41 percent had no response. It should be noted that this data is biased by a severe supervisory problem in one of the hospitals of the sample. Also a technical question of how to interpret a nonresponse of 41 percent arises. This may be an indication of job insecurity on the supervisors' part. Further, the findings are inconsistent with management's perception of the need for such a program. Sufficient data is not available to arrive at a firm conclusion, but we can assume the suggestion of such a program was perceived as a threat by the supervisors.

In answer to how higher skilled jobs in the organization should be filled, 95 percent responded that they should be filled from within. However, they only felt that 35 percent of the underemployed workers had the potential for upgrading. The incongruity in these responses is apparent. In the Black-owned firms the responses were much different; supervisors felt that 90 percent of their underemployed workers could be upgraded. The significance of this difference has a racial overtone. It is also inconsistent with the trainees' positive perception of the opportunity for advancement within the organization. It will be of considerable interest to witness how these trainees, in both the Black-owned company and other organizations, progress over the next year within the organization.

Closely related to the above findings, and probably a partial determinant of them, is the supervisors' own record of promotion. Only 56 percent had received a promotion since joining the organization. Thus nearly half the group could reasonably be expected to have a negative attitude toward promoting others.

An area of positive change in the supervisors' attitude was the amount of skill required for the new job. Prior to the program, 65 percent responded that "a great deal" of additional skill was required. After the program, only 41 percent responded in this manner. Participating with the trainer in the HIT process caused the supervisors to take a more realistic view of upgrading training and, more importantly, of job requirements. While the supervisors' perception of the need for extensive technical skill training was lessened, their appreciation for the trainees' need for training in interpersonal skills was enhanced. If the change is modest, it is still a very positive step forward.

The effects of HIT on the supervisors' perception of absenteeism, lateness and productivity were all positive. However, these conclusions are highly questionable. They do not represent analytically measured change in these variables, but only the improvements perceived by the supervisor. They are probably highly subject to a short term halo effect.

As expected, the HIT process had more effect on the attitudes of the trainees than on those of supervisors. Referring back to the Bennis/Schein model of attitudinal change, the supervisors had advanced into the first phase of the process of attitudinal "unfreezing" of past attitudes.

Reactions to the Effectiveness of HIT Programs

The intensity of reactions to the program appear to be a function of how closely related the person was to the program. The trainees were the only direct participants. Some supervisors participated to varying degrees in the programs in the areas of job selection, skill training, and evaluation of trainees' progress. Non-trainees and managers had the least direct participation in the programs.

The following are the key results ascertained from trainee responses.

An overwhelming majority of the trainees, 90 percent or more, responded by saying that:

- They "liked the program very much."
- The program was useful in preparing them for their new job.
- The program was very useful in teaching them to deal with people on their new jobs.
- The program gave them a perspective as to how their work fit into the overall activities of the organization.
- The program was useful to them outside of the job.

In a more specific veiw, 41 percent of the trainees saw skill training as the most useful tool learned for the job, 25 percent felt it was how to deal with people and 16 percent thought the most useful job tool was the improvement in their own attitude. The three most important things learned for use outside the job were: interpersonal relations skills, money management, and personal mental health. Also of importance were family counseling and cultural exposure.

The trainees with previous training exposure rated the program highly: 54 percent as excellent, 27 percent as good, and four percent as fair. A surprising percentage, 15 percent, had no response. It may be assumed that most of these responses would be on the negative side.

The trainees' enthusiasm for the program is further evidenced by the fact that not one thought it was too long. Fifty-seven percent thought it "about right" and 36 percent too short.

Only 11.4 percent of the trainees felt they had "some" difficulty with the program and only 13.6 percent reported "very little" difficulty. This helps explain the other favorable responses. It was apparently a very positive educational experience.

This quality of the program is reflected by their perception of the trainer; 77 percent saw him as "very good" and 12 percent as "good." Only two percent thought he was "very poor."

Of course, these kinds of responses are usually favorably biased and should be accepted in that context.

In summary, the trainees, for the variety of reasons alluded to, were overwhelmingly positive toward the program.

Non-Trainee Responses

The non-trainee responses were, for the most part, based on information gained from trainees. The following are the key results ascertained from non-trainee responses.

- A very high percentage of non-trainees saw the program as good and thought that others saw the program as good. Over 90 percent of the non-trainees were very interested or interested in taking a future program.
- The non-trainees recognized both the intrinsic and extrinsic rewards of HIT programs.

Supervisors' Responses

The supervisors' responses were based partially on experience and partially on information received from others. For the most part, supervisors felt that the program had lived up to their expectations and in 94 percent of the responses the program was considered as very useful or useful in teaching the trainees what they needed to know for the job. The supervisors saw the program as having a direct positive effect on the cost factors of turnover rate, quantity and quality of work, attendance, lateness and morale. The overall positive response of the supervisors appears to be lower than the trainees', raising the question of the effects, if any, of the precision of response categories and the degree of direct involvement of the subject responding.

Management's Response

Management was the furthest removed in terms of direct involvement in the program. The reaction of a manager is of prime importance in that he is the one who needs to be sold on introducing the program and continuing it in the organization. Managers felt that the program was effective and indicated that they would endorse the program to others. In their view, the major gain from the program was an immediate increase in worker morale with the corollary positive effects on absenteeism, lateness, and manpower turnover.

Implications

This volume serves as a methodological guide to a future study which will probe the longitudinal impact of HIT. From this short term study the following implications emerge for the future:

- The HIT concept tends to be an effective first step for upgrading the underemployed worker. It is necessary to become even more innovative in the field of manpower development. From the employees' and employers' standpoint, new, reliable and valid techniques in remediation, job restructuring, in-plant counseling and the like need to be developed.

- Between now and the year 2000, employing organizations will have to become more involved in training and education. In order to meet future manpower needs the organization may, in fact, become partially a community college or university.

- The underemployed represent a vast manpower pool and it is most important for management to recognize this and to begin developing action-oriented programs. This study should provide the reader with a clearer understanding of the underemployed worker in the plant setting. It does make the following points and contains some implications for future program development.

- Training can be obtained in reasonably short periods of time. In the future, the concept should be introduced into other institutional settings.
- The concept, while still modest, can serve as one of the major techniques for upgrading all levels within the work environment.
- The study does point out some of the dysfunctional aspects of HIT. During the next phase the concept will take on added dimensions in order to meet the manpower needs in the decade to come. The past 18 months have provided us with a systematic data base which should help us develop an arsenal of innovative tools.
- The study points up the need for criteria for evaluating program and technique effectiveness. We tend to be in the "judgmental state of the art." Qualitative and quantitative indices must be developed.
- The study is an attempt at understanding the impact of HIT. It is by no means all-encompassing. It has the limitation of only being concerned with the short term effects. It does, however, have implications for future action-oriented longitudinal analyses.

ANNOTATED BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY

Project Advance: Breaking the Barriers of Occupational Isolation: A Report on Upgrading Low-Skill, Low-Wage Workers. 1966.

A report on an upgrading feasibility study in the New York City area. It describes in detail the possibilities for introducing programs designed for upgrading the underemployed workers in five industries (hospitals, plastics, restaurants, electrical components, and retail groceries). The workers, their working environment, and specific training programs are discussed. This comprehensive work also includes a High Intensity Training model, field experiences and research findings. An accompanying summary volume, *An Overview*, relates the highlights of the project.

Project Advance: A Proposal for Upgrading Low-Wage, Low-Skill Employees in Small Organizations. 1966.

This volume discusses the roots of the problem of the underemployed worker, the objectives of the proposed program and its research study. A detailed account of selection of industries and of the training methods to be used in upgrading the underemployed are also included.

Phase II Project Extension: A Proposal for Upgrading Low-Skill, Low-Wage Employees. 1967.

This proposal describes the planned second year of operations of training low-skill workers for better jobs. It includes plans for English language proficiency training, for training company trainers to conduct upgrading programs and for in-service training of the project's personnel. Also included is a detailed description of the developing concepts of High Intensity Training.

Upgrading the Low-Wage Worker: An Ergonomic Approach. 1967.

On September 1, 1966, Skill Advancement Incorporated contracted with the Office of Manpower Policy, Evaluation and Research, United States Department of Labor, to develop and demonstrate innovative methods for training and upgrading low-skill, low-wage workers. This publication is a four-volume description of the project.

Volume I of this series contains an overview of training and research activities during the past year and a management report on project administration.

Volume II reports one year of developing and testing innovative training techniques; of unfreezing management and union attitudes; of opening up new opportunities and creating new hope for disadvantaged workers in the New York City area. It reports a program which achieved its training objectives through the full involvement of employers in the upgrading of underutilized manpower — seventy-five percent of whom were minority group members.

Volume III discusses the research design and preliminary findings of the Employee Research Study and examines the work attitudes, behavior and motivations of the low-skill worker.

Volume IV identifies six potentially receptive industries for the introduction of upgrading programs in Phase II, and traces the development of a conceptual model to identify relevant industries.

Managing a Three-City Upgrading Configuration: A Coordinated Approach. 1968

A detailed plan of an eighteen-month E&D project managed by Skill Achievement Institute and operational in Newark, Baltimore, and Cleveland. This publication describes the function of the Institute as the systems manager for the project, the upgrading model used in each city, the analytic program conducted within each project. The volume includes also a detailed discussion of upgrading through High Intensity Training.

Cross-City, Cross-Plant Comparative Analyses of the Effects of Training and Upgrading Low-Skill, Low-Wage Workers Through High Intensity Training. 1968.

This volume describes the analytic design carried out by the separate analytic divisions of each of the city projects in the three-city upgrading program. A fourth aspect of the design, undertaken by the Institute is also included. There are outlined specific responsibilities of each analytic division, the critical components of the analytic programs, and the analytic concerns, questions, materials and methods to be used.

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Final Report to

United States Department of Labor
Manpower Administration

Contract No. 82-34-68-19

VOLUME I

UPGRADING THE UNDEREMPLOYED IN THE WORK ENVIRONMENT: An Applied Model for Project Management

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EDITOR'S NOTE

This is Volume I of a four-volume report on an eighteen-month E&D contract from the U. S. Department of Labor, Manpower Administration. The reader will find that the entire report is cross-referenced according to subject matter when this seemed advisable. The other volumes and their subjects are listed below:

> Volume II, Guidelines for Marketing and Sales, records the marketing experience of the three city projects and sets forth the philosophy, strategy and sales techniques employed to initiate upgrading training programs in the field.
>
> Volume III, High Intensity Training Methodology, is a volume in two parts. Part I, A Handbook for Implementation, discusses in detail an ideal model of HIT and includes a description and explanation of the five phases of activities of this model. Part II, A Field Review of Selected Programs, is a discussion of the findings of a sampling of actual training programs and an examination of the underlying assumptions of HIT.
>
> Volume IV, An Analysis of the Short Range Impact of High Intensity Training, is a discussion of the findings of a panel study conducted by the Institute and its field analytic task force.
>
> Summary Volume, Upgrading the Underemployed in the Work Environment: A Summary of the 4-Volume Report.

Footnotes are listed according to the chapter in which they appear in the last section of the volume. A glossary of Operational Definitions has been included for the reader's convenience and also appears near the end of the volume.

The Annotated Bibliography lists the material published by the Institute during its association with three phases of E&D upgrading activities.

PREFACE

The four volumes of this report represent three years and many man-hours of experience in upgrading underemployed workers in the work environment. This is the first time The Institute has delivered products for implementing other training and upgrading programs. Volumes I through III are not intended to give "turn-key" capability but have been written merely to serve as a comprehensive set of guidelines in managing, marketing and implementing training programs for upgrading the underemployed worker. It is anticipated that as this organization obtains more experience in the field it will expand and develop the concepts and models discussed in these volumes.

For the first time we feel that the model has been developed systematically and with the idea of expanding easily and rapidly to new markets. In the refinement of this concept we have attempted to anticipate manpower needs in the 1970's.

This has been the most complex document we have ever submitted and it reflects three years of E&D activities in upgrading rather than just the period covered by the latest contract. Without the devotion, loyalty, and professional expertise of Miss Caroline Pezzullo, the four volumes would not now be a reality. In addition to responsibility for authorship of Volume II, she coordinated the preparation of the entire series.

Without the assistance of our devoted staff, especially Mrs. Elinor Weldon and Miss Jean Sanguiliano, the four volumes could never have been prepared within the time constraints.

I would especially like to recognize Mr. Edward Giblin who has extensive experience in the field setting and who has incorporated this knowledge into a HIT handbook within the guidelines of the original concepts of Norman Goldberg.

Mr. Walter Morgan, who gathered information, reported on actual HIT programs and offered fresh observations and evaluations of HIT, also deserves our thanks. I extend my gratitude to Mr. Bernard Pittinsky, my co-author, for providing another touch of reality for Volume I, and to Frank Castro, for providing the analytical designs and implementation of Volume IV.

To Mrs. Mary Farrar, Editor for The Institute, who had the major responsibility for putting this series into English, we are extremely grateful. To the Institute's support staff, whose assistance in preparation of these documents has been helpful, my special note of thanks.

Although Norman Goldberg, former Director of Operations, has now moved on to new challenges, he was totally responsible for the original concepts and methodology of HIT. Many of his ideas are woven throughout this entire series of volumes.

Certainly the culmination of this series would not have been possible without the full commitment of Mr. Melvin J. Rogow, Project Officer, whose support over these many months, along with that of Mr. Seymour Brandwein, Director, Office of Special Manpower Programs, has sustained The Institute and its objectives.

S. B. M.

ABSTRACT — AN APPLIED MODEL FOR PROJECT MANAGEMENT

Skill Achievement Institute was founded to act as a system manager for a multi-city program of upgrading the underemployed worker in the plant setting. Seven cities were considered as locales and criteria were established for making the final choices of three of these — Newark, Baltimore, and Cleveland.

A training project was set up by the Institute in each of these three cities. The problems of finding and deciding upon appropriate sponsoring agencies, the specific managerial structure to guide each project and the role of the Institute as supporting manager and advisor are discussed at length. The initiating activities necessary to make each training project operational are common to many single manpower projects. The Institute had to cope with these in three separate geographic locations and in conjunction with three separate sponsorship situations. How each project was staffed and how that staff was trained by the Institute make up an important part of the volume. Other initiating activities such as establishing offices, surveying local industries for their acceptance of training programs, and developing a sound communication system with the Institute were multiplied by the number of projects.

Concurrently, the role of the Institute itself as a system manager was being formalized. Staffing for a unique and imaginative program proved to be a challenging experience, as did the establishment of a technical assistance capacity that could function as needed by each city project. The technical assistance, after the projects were under way, was necessary in the areas of management, marketing, and training methodologies and materials. The Institute also served the projects with a continuous in-service training program and devised an efficient operations control capacity.

CHAPTER I

PROJECT MANAGEMENT THEORY

"A top management that believes its job is to sit in judgment will inevitably veto the new idea. It is always 'impractical.' Only a top management that sees its central function as trying to convert into purposeful action the half-baked idea for something new will actually make its organization--whether company, university, laboratory, or hospital--capable of genuine innovation and self-renewal."

"One risk an innovative organization cannot afford is the risk of aiming too low. It takes as much ingenuity and work to do what we already do a little better, as it takes to do something entirely different. It takes as much work and effort to create one addition to the product line as it does to create a new business. In genuine innovation one cannot afford to come out with just another product. The work needed for it is too great for the possible results--and the risk is exactly the same as that of aiming for a new business or perhaps even for a new industry. What distinguishes the truly productive scientist from the merely competent one is rarely knowledge or effort, let alone talent. The men who are truly productive--leaving out the few towering geniuses such as the Newtons or the Faradays--are men who focus their knowledge, their intelligence, and their efforts on a big, a truly worthwhile goal, men who set out to create something new."[1]

Introduction

Skill Achievement Institute has been associated with three separate experimental and demonstration programs for upgrading the underemployed worker. The several volumes of this report describe the third of these programs in which The Institute acted as a system manager of a multi-city upgrading project. The Institute staff faced the challenges of designing and implementing an Institute and three upgrading organizations in three cities with a time constraint of approximately five months for all initiating processes. (In retrospect, many staff members still feel that the acceptance of these challenges was an exhibition of masochistic behavior.)

The major objectives of Volume I are as follows:

- To present a conceptual managerial model which was applied to the multi-city upgrading project;
- To discuss the organizational design which was used to facilitate the achievement of organizational objectives;
- To describe the implementation of the multi-city project, including both the functional aspects and the dysfunctional aspects of these operations.

Historical Perspective

Since Skill Achievement Institute has been associated with the problems of upgrading, it has experienced three distinct chronological phases that will be described in this chapter, each new phase founded upon the knowledge and expertise gained from the previous programs.

The Institute presently serves as a system manager for a three-city in-plant upgrading project in Newark, Baltimore and Cleveland. This project employs a technique known as High Intensity Training (HIT) for upgrading the underemployed worker and altering attitudes and behavior of supervisors and managers.

HIT is a systematic means of offering low-wage employees skill training and upgrading for specific jobs with a salary increase, and, at the same time, providing them with human relations skills and other means for self-development. HIT has proved to be a pragmatic solution to employers' needs for skilled labor. It offers expeditious in-plant training (usually forty hours spread over a period of five weeks) which allows the employer to realize the benefits of the trainees' new proficiencies more quickly than traditional training methods would allow. HIT also demonstrates to the employer that he possesses in his pool of low-wage workers the human resources that can help solve his manpower problems. (HIT Methodology is described fully in Volume III of this series.)

Phase I - Feasibility Study (New York City)

The first step in this progression of upgrading programs, Phase I, was a feasibility study of the need for upgrading programs in the New York City area.[2] Funded by a grant from the City of New York in 1966, the research was conducted by interviewing managers and personnel and/or training staffs in 150 organizations in the private and public sectors. The study showed that some employers realized the need for training their workers, but did not have the time or personnel or expertise to conduct a training program. Other employers showed evidence of prejudice toward their low-wage workers, and needed to be convinced of the abilities and interest level of the members of this labor pool.

The last aspect of this study was a pilot upgrading project in a major New York City Medical Center. The project's staff conducted a HIT program and thereby created an in-plant training paradigm, which was followed in the second developmental phase of the upgrading experience.

Phase II - One-City Model (New York City)

Phase II, a logical progression of the feasibility study, was an experimental and demonstration program to test and to develop the in-plant training paradigm into a one-city upgrading model.[3] This phase was funded by a contract with the Office of Manpower Policy Evaluation and Research (OMPER), United States Department of Labor, from September, 1966, to November, 1968.[4] The objectives of this phase were to test the training and upgrading methodology of the HIT package in a number of organizations in the New York area, and to conduct two analytic studies. These studies were to examine the readiness of workers to be trained and upgraded and to also determine where a job-vacancy criterion could be used to select industries for upgrading.

While the program of Phase II accomplished most of its objectives, it also set forth several challenging implications for immediate use or for further study. One of these was that HIT should be marketed as a product the employer needs, and not as an appeal to his social conscience. Also, Phase II determined that HIT should include formal clinics for first-line supervisors who may feel threatened by their subordinates' new training and who need to be convinced of the value of HIT to their immediate staffs.

Phase II also demonstrated that HIT could be implemented in a variety of industries because it is flexible enough to be custom-designed for each plant situation. The one-city project of upgrading the underemployed worker also provided an organizational model that could be applied to a much broader geographical area.

Phase III - Three-City Model (Baltimore, Cleveland and Newark)

The third and most recent experimental and demonstration phase was a logical progression and extension of the previous phases. Phase III was funded by the United States Department of Labor, Manpower Administration, with a contract for replicating the one-city training and upgrading paradigm in three cities. The contract covers the period from February, 1968, to July, 1969. The Institute was formed to act as system manager for this multi-city program. As The Institute agreed in the contract, its responsibilities as system manager involve four particular areas of guidance and control:

- Expansion of the training and upgrading and analytic experiences of Phases I and II;

- Provision of total, integrated planning for the entire system of upgrading programs;

- Provision of technical support in management, training, marketing and analytic studies;

- Coordination of the entire multi-city upgrading program.

The specific objectives of this third phase were broader in scope than the reliability and validity testing purposes of the previous programs. Other objectives include:

- Determining whether a variety of sponsoring agencies could aid in implementing HIT;
- Developing and conducting a study to determine short-term and long-term effects of HIT on the workers and on the employing organization;
- Overseeing the three-city operations to train 1050 low-wage workers directly and 1050 indirectly through trained company personnel;
- Providing overall planning, technical support and coordination for each city project;
- Refining HIT upgrading and marketing techniques;
- Establishing a central information and evaluation system.

The Institute began the three-city upgrading program by establishing each local project under the auspices of a state, city and non-profit sponsoring agent. The sponsoring organizations are:

- In Newark - The Commissioner of the New Jersey State Department of Labor and Industry in concert with the State Employment Service.
- In Cleveland- The Mayor's Department of Human Resources and Economic Development.
- In Baltimore- A private, non-profit organization.

The Institute performed the technical services of recruiting and training staffs for each city project, providing the necessary logistics, and establishing the base for marketing the HIT package to local industry. For the duration of the program, the Institute continued to provide each city project support services by conducting in-service training for the training staffs, assisting the marketing of the HIT package, and helping to solve general management and administrative problems as they arose in each city. (See Appendix A for Operations Control Report as of May 31, 1969.)

The Institute was responsible for the analytic design and a system for evaluating the progress of each project. The analytic program assessed the short-range impact of HIT on the workers trained, their peers and supervisors, and the organizational structure; the evaluation process addressed itself to the training methodology and techniques.

The Institute designed and implemented a central information system to facilitate management of the entire program. The information system, while still in the developmental stage, is concerned with quantitative and qualitative analyses of program progress. To date the system provides an empirical basis for identifying and solving problems.

Other refinements of the upgrading process derived from this three-city program include:

- The efficacy of HIT in a wider variety of industries than in the single city program, demonstrating that this training program can be administered to meet particular needs;
- The substantiation that HIT marketing techniques (the development of marketing plans and sales techniques for use in each city) were effective; the employers who have cooperated with the upgrading projects were sold on the basis of HIT helping to fill their manpower needs;
- The addition of new features to HIT which lay the foundation for linking the trained employees with programs of further training and study such as community colleges, skill centers and vocational schools.

Phase III, then, demonstrated not only that the one-city upgrading model of Phase II could be replicated under three different sponsoring agencies in a variety of geographical settings, but also that the total HIT package was capable of development and expansion in several directions. Figure 1.1 presents a summary account of the activities in each of the three past phases of development. This volume will develop further Phase III management activities.

An Applied Managerial Model

As the Institute's staff became more and more involved in the training and analytic methodologies of this three-city program, the necessity for them to have an awareness and understanding of several facets of the managerial functions became apparent. The following represent some of these:

- Methods of coordinating activities;
- Methods of communicating information and ideas;
- Methods of monitoring and evaluating whether the project was meeting its objectives;
- Methods of effective and efficient planning, organizing, and administering.

Dale E. Zand[5] views a managerial structure which is composed of these elements as a "knowledge organization." He states that as a system there are four basic processes that managers should be concerned with:

- Collecting and disseminating knowledge that already exists in the organizations;
- Acquiring and creating new knowledge;
- Converting knowledge to profitable products and services;
- Managing people who work with knowledge.

These processes, combined with and overlapping those identified by the Institute, present the underlying assumptions on which this managerial model is based.

While the training and upgrading concepts seemed to be sound, the multi-city project could not have been implemented without a sound philosophy of management. The management process for this project was a reflection of the experience gained during the single-city project.

Figure 1.2 represents an applied model for project management. It sets forth the explicitly or implicitly articulated managerial parameters and the basic philosophy of management employed to meet the obligations of the contractual Statement of Work as presented in Appendix B.

Within this formalistic paradigm there exists a "temporary society" concept; that is, the model is flexible enough to allow its implementers to learn from past experiences and to allow for their change of its design. The reader should view the following discussion as a description of a rational process whose dynamic qualities preclude the resistance to change.

The Formal Management Process

Planning

Many programming problems were handled by the following steps:

- Key activities were identified and objectives were established for each. (See Chapter II of this volume.) A listing of them follows:
    - Project management
    - HIT methodology
    - Marketing
    - Analytic study
    - Evaluation and Documentation
    - Formal Organizational Structure
- Relationships between key activities were spelled out periodically as the needs of the program dictated.

A SUMMARY OF EXPERIMENTAL AND DEMONSTRATION ACTIVITIES

Upgrading Project

	Dates	Funding	Source	Staff	Objectives	Methodology	Accomplishments
PHASE I Feasibility Study	March - June 1966	$80,000	NYC	19	• Determine need for upgrading training in NYC.	• Designed field study.	• Interviewed 150 organizations. Prepared report and recommendations on findings.(1)
					• Develop training concepts for upgrading in the plant setting.	• Began design of High Intensity Training (HIT) for underemployed workers.	• Tested HIT design and created a paradigm for inplant training and upgrading.
	July - Sept. 1966	$27,000	NYC	12	• Establish on-going manpower training and upgrading organization.	• Submitted Proposals to (a) NYC for extension of Phase I and (b) United States Department of Labor for one year contract.	• Funded by the City of New York for extension of Phase I and by the United States Department of Labor for the development of a one-city E&D model.
PHASE II One-City Model	Sept.'66 Aug. '67	$563,000	US DOL (OMPER)	30	• Develop an organizational capability in training and research.	• Designed on-going In-Service Training for Management, Training and Research staff.	• Created a model for a one-city upgrading training and research project.
					• Train and upgrade 1500 underemployed workers in industries studied during Phase I.	• Began development of marketing philosophy and sales approach for implementation of HIT in organizations. • Designed curriculum for various skill training programs and curriculum "constants" for human relations and self-development skills.	• Implemented HIT programs in over 50 organizations. • Trained and upgraded 1654 underemployed workers and trained company trainees. • Implemented informal clinics for first-line supervisors.
					• Develop analytic studies concerning (a) the low-wage worker and (b) job vacancies as a criterion for selection of industry.	• Designed analytic studies: (a) the low-wage employee in his working environment, and (b) the use of Job Vacancies for selecting industries for upgrading training.	• Carried out interviews and prepared Preliminary Report on the low-wage employee. • Completed study on the use of Job Vacancies for selecting industries for upgrading training.
	Sept.'67 Nov.'68	$605,000			• Provide guidelines for multi-city upgrading training programs.	• Designed proposal to United States Department of Labor for extension of one-city upgrading model. • Designed proposal to United States Department of Labor for implementation of a three city upgrading model.	• Published four-volume report describing activities of the one-city project and HIT concept and methodology.(2) • One-city model refunded by United States Department of Labor for a fifteen-month period.(3) • Skill Achievement Institute funded by Department of Labor, Manpower Administration as the system manager for a three-city model.
PHASE III Institute Three-City	Feb.'68 July '69	$701,100	US DOL Man. Adm. OSMP	27	• Establish an Institute to act as a system manager of a three-city model.	• Designed organization and functions of The Institute. • Designed In-Service Training for staff members.	• Set up office site, organized Board of Directors, and established logistics for The Institute. • Recruited and trained technical support staff for The

	Sept.'67 Nov.'68	$605,000			• Provide guidelines for multi-city upgrading training programs.	• Designed proposal to United States Department of Labor for extension of one-city upgrading model. • Designed proposal to United States Department of Labor for implementation of a three city upgrading model.	• Published four-volume report describing activities of the one-city project and HIT concept and methodology.(2) • One-city model refunded by United States Department of Labor for a fifteen-month period.(3) • Skill Achievement Institute funded by Department of Labor, Manpower Administration as the system manager for a three-city model.
PHASE III Institute Three-City Model	Feb.'68 July '69	$701,100	US DOL Man. Adm. OSMP	27	• Establish an Institute to act as a system manager of a three-city model.	• Designed organization and functions of The Institute. • Designed In-Service Training for staff members.	• Set up office site, organized Board of Directors, and established logistics for The Institute. • Recruited and trained technical support staff for The Institute for guidance to the three-city model.
Newark Analytic Baltimore Analytic Cleveland Analytic	05/01/68 10/31/69 06/01/68 10/31/69 06/30/68 12/31/69 06/30/68 12/31/69 08/25/68 02/28/70 08/25/68 02/28/70	$326,731 $ 72,531 $329,231 $ 78,515 $329,231 $ 78,515		19 20 20	• Determine whether a variety of sponsoring agencies can aid employers in implementing HIT upgrading programs.	• Selected with United States Department of Labor three cities from among seven preselected locations and designed three variations for project implementation. • Organized an Operations Committee for each city project (Policy & Procedure Committee, Newark); each committee composed of two Institute and two city project sponsors.	• Established projects in three cities selected: Newark: Special Project - Contracted to Commissioner of New Jersey State Department of Labor & Industry, working with State Employment Service. Baltimore: Contracted to a newly created non-profit organization. Cleveland: Special Project-Contracted to the Office of the Mayor, Department of Human Resource and Economic Development.
					• Provide total planning, technical support and coordination for each city model.	• Designed In-Service Training Programs and a plan for continuous field services. • Prepared handbooks on HIT concepts and methodology, Standard Operating Procedures, Analysis and Marketing.	• Recruited and trained Management, Training and Analytic staff for each city project. • Provided technical guidance through an Institute Field Advisor, materials and conferences.
					• Oversee three-city operations to train 1050 underemployed workers direct and 1050 through trained company trainers.	• Designed retrieval, evaluation and feed-back flow of information on three-city training and analytic activities; to determine whether a project is on-design, on-time and on-cost.	• Retrieved information on numbers and characteristics of HIT programs implemented in a wide variety of industries. (As of March, 1969 318 underemployed workers been trained directly and 154 indirectly in 30 organizations.)
					• Provide an analytic design and comparative study to determine some of the short-term and long-range effects of upgrading training on underemployed workers and the organizations in which they work.	• Designed method for collection and analysis of data from four organizations in three cities.	• Implemented analytic study in two organizations in three cities to determine short-term effects of HIT. Analysis of data will be published in a Final Report to the United States Department of Labor on July 31, 1969.
					• Broaden the E&D approach to upgrading by refining and developing concepts and methods for selling and implementing HIT programs.	• Designed the basic outline for a city Marketing Plan to be prepared by each of the three projects. • The Institute staff made Field trips and conducted workshops with project managers to discuss new approaches to the HIT model.	• A marketing Plan was prepared and used as a guide by each city project in "selling" HIT upgrading and analytic programs to a wide variety of organizations. • Some new features emerged from the three-city model and were linked with HIT upgrading program.
						• Designed a five-volume	• The report discusses project

Analytic Cleveland Analytic	12/31/69 08/25/68 02/28/70 08/25/68 02/28/70	$329,231 $ 78,515		20		two city project	Contracted to the Office of the Mayor, Department of Human Resource and Economic Development.
					• Provide total planning, technical support and coordination for each city model.	• Designed In-Service Training Programs and a plan for continuous field services. • Prepared handbooks on HIT concepts and methodology, Standard Operating Procedures, Analysis and Marketing.	• Recruited and trained Management, Training and Analytic staff for each city project. • Provided technical guidance through an Institute Field Advisor, materials and conferences.
					• Oversee three-city operations to train 1050 underemployed workers direct and 1050 through trained company trainers.	• Designed retrieval, evaluation and feed-back flow of information on three-city training and analytic activities; to determine whether a project is on-design, on-time and on-cost.	• Retrieved information on numbers and characteristics of HIT programs implemented in a wide variety of industries. (As of March, 1969 318 underemployed workers been trained directly and 154 indirectly in 30 organizations.)
					• Provide an analytic design and comparative study to determine some of the short-term and long-range effects of upgrading training on underemployed workers and the organizations in which they work.	• Designed method for collection and analysis of data from four organizations in three cities.	• Implemented analytic study in two organizations in three cities to determine short-term effects of HIT. Analysis of data will be published in a Final Report to the United States Department of Labor on July 31, 1969.
					• Broaden the E&D approach to upgrading by refining and developing concepts and methods for selling and implementing HIT programs.	• Designed the basic outline for a city Marketing Plan to be prepared by each of the three projects. • The Institute staff made Field trips and conducted workshops with project managers to discuss new approaches to the HIT model.	• A marketing Plan was prepared and used as a guide by each city project in "selling" HIT upgrading and analytic programs to a wide variety of organizations. • Some new features emerged from the three-city model and were linked with HIT upgrading program.
					• Point to new directions in the upgrading process.	• Designed a five-volume report to the United States Department of Labor, Manpower Administration on Phase III activities.(4) • Developed a Proposal on Phase IVa E&D Upgrading Activities of The Institute For the United States Department of Labor, Manpower Administration.	• The report discusses project management of three-city model, experiences with HIT upgrading programs and the findings of the analytic study. It also includes Handbooks on HIT Methodology and Marketing and Sales Techniques. • The Proposal for The Institute Phase IVa activities introduces new situations to multiply the implementation of HIT upgrading through national vehicles; begins a Developmental Program to add new concepts and models to the upgrading process.

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1. Breaking the Barriers of Occupational Isolation: A Report on Upgrading Low-Skill, Low-Wage Workers
2. Upgrading the Low-Wage Worker: An Ergonomic Approach, New York, 1968.
3. Objectives and accomplishments of the one-city project are not listed for the period of September, 1967 to November, 1968. The Institute began activities in February, 1968.
4. The Final Report for Phase III to be published July 31, 1969.

Figure 1.1

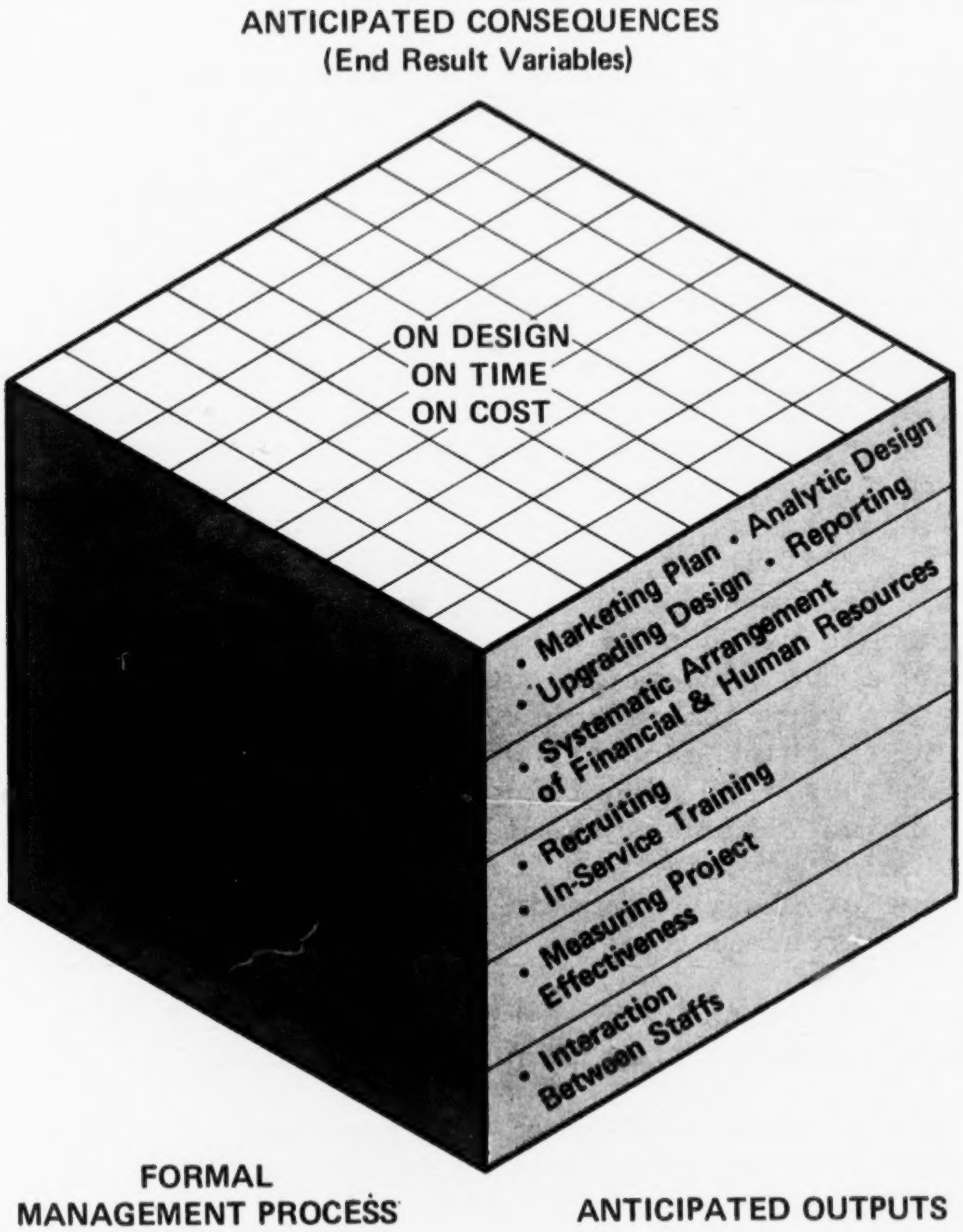
ANTICIPATED CONSEQUENCES
(End Result Variables)
ON DESIGN
ON TIME
ON COST
• Marketing Plan • Analytic Design
• Upgrading Design • Reporting
• Systematic Arrangement of Financial & Human Resources
• Recruiting
• In-Service Training
• Measuring Project Effectiveness
• Interaction Between Staffs
FORMAL MANAGEMENT PROCESS
ANTICIPATED OUTPUTS

Figure 1.2
PROJECT MANAGEMENT BUILDING BLOCK

- Authority and accountability were delegated to the various divisional and project directors.

- The resources necessary to carry out the objectives were determined.

- An estimate of the time required for each step was made.

- Definite dates were assigned to each activity.

Programs that require deliverable items in a short period of time also require sound planning and the dynamic programming in any manpower project requires concentrated effort. It is necessary to think in terms of major steps, sequences, and timing and duration of each step. Creative planning, by definition, does not develop an inflexible blueprint. Feedback data will precipitate revisions and planning should reflect an anticipation of this. While the items noted above present an overview of the planning process, it is a very general overview, and it is perhaps unrealistic to think managers will be able to adhere to these guidelines. To give the planning process a sense of reality, project planners should be aware of many constraints that will force revision and modification of the basic blueprint. Some of the problems in developing management tactics for manpower programs are:

- Propensity to be operational (visible) too quickly rather than planning ahead;

- Lack of clear and concise objectives. Even when objectives are spelled out, interpretation can be often confusing and may need discussion and revision;

- Placing too much emphasis on short-range planning and not enough emphasis on planning for long-range activities, those that go beyond the contract commitment;

- Lack of experience in using planning tools;

- Not involving staff in strategy meetings;

- Poor judgment regarding time and cost;

- Rigidity which hampers the necessary shifting from an initial plan.

This multi-city project has made an attempt to reflect an awareness of planning problems. A management tool that has provided the project with broad directions is the Program Evaluation and Review Technique[6] (PERT). While we did not vigorously adhere to the PERT design for Phase III (see Appendix C), it did assist the staff by presenting:

- An overview of project complexity;
- The interrelationship of activities;
- Time constraints and an identification of areas in which a delay would be serious to the project;
- The critical path for most efficient planning and control.

PERT was used on a manual basis and the main focus was on PERT/TIME. PERT/COST was not used during this phase. If PERT is used in planning a manpower project, the effects of this management tool depend greatly on its acceptance by the staff and their willingness to use it.

Organizing

The Project Management Building Block, Figure 1.2, shows that the organizing component of Management Process produces the systematic arrangement of financial and human resources. For purposes of organizing the Institute and the three cities, it was decided that the span of supervision would be small. The project director would operate in a team concept of management in which the division of labor would be arranged in the broad functional areas of:

- Marketing
- Training and upgrading
- Analytic studies
- Administration and system management
- Support

It was necessary to establish relationships among these components so that all were related and combined into an effective unit capable of being directed toward the accomplishment of project objectives. The design for the four structures, the Institute and the three city projects, was planned around the single-city model of Phase II. It was anticipated that this organizational arrangement would provide maximum effectiveness and efficiency and would have built-in flexibility. The organizational design had the following characteristics:

- A small span of supervision which allows close coordination and good communication;
- A "management team" approach providing effective links between the key activities;
- A key staff with understanding of all the aspects of the project;
- A back-up capability for key staff positions.

Each of the structures was viewed as part of a "temporary society" because there was a recognition that a realignment of the human and financial aspects would become necessary as each facet of this organization plan continued to grow. The Institute has had to make two major structural changes in its organization of the program during the 18-month period. The shift was implemented to meet the demands of moving from a planning phase into a fully operational phase. (See Chapter II and Appendix D for the tables of organization for the two periods.)

The organization of the interrelationships between the Institute and each city made it necessary to determine the degree of centralization required for effectiveness. The ideal management philosophy could be stated thus:

- During the period of city planning, staffing, in-service training, marketing, and initial operations, a centralized structure was imperative. The Institute wanted to be aware of problems as they arose and to provide the necessary consultative services and required technical feedback for corrective action.

- This centralized structure during the initial phase (approximately 6 months) was designed to reduce the probability of failure in any one project.

- As the city project matured, The Institute's philosophy of systems management was to move in the direction of a decentralized structure, relying on project management to meet on-design, on-time, on-cost parameters. It was anticipated that most projects would be self-reliant, needing a minimum amount of support by the time each had been in operation for eight to twelve months.

Within this conceptual managerial model there are many pitfalls. The life of a systems manager is not an easy one. A highly centralized model may create the following dysfunctions as a result of over-control:

- The creation of too much dependence on the systems manager;

- A negative effect on project creativity;

- The development of poor communications between the systems manager and the city projects.

While the above depict a few dysfunctions, The Institute did feel that the whole three-city upgrading program had so many and varied objectives that a centralized managerial approach was necessary initially. Each of the three projects would have more to gain at project start-up and could be gradually weaned to the decentralized approach at project maturity.

Ideally, in designing an organizational structure, the prediction of changing conditions with reasonable accuracy is necessary. Rarely, of course, can we ever fully attain that ideal, especially in manpower projects, partly because actual needs do not conform to a forecast and partly because qualified staff may not be available.

In summary, the general guidelines set forth for each city made it necessary for project managers to organize and manage their financial and human resources effectively.

The major functions listed below had to be well-coordinated. Each project manager was required to:

- Work directly with The Institute to establish an effective management structure, professional training staff, analytic staff, and technical support staff;
- Develop and implement an effective marketing strategy to involve local employers from both the private and public sectors in the sponsorship of in-plant HIT programs;
- Implement upgrading training programs for the contracted number of low-skill workers earning below the local subsistance level, using High Intensity Training techniques ;
- Encourage and assist private and public-sector employers to upgrade their low-skill, low-wage workers;
- Contribute to the HIT technique through the development of new concepts and innovative approaches for motivating and training unskilled or underutilized low-wage workers;
- Train company trainers to carry out future in-plant upgrading programs ;
- Design multi-skill training programs that provide low-skill, low-wage workers with job transferability;
- Conduct a field study among low-skill workers and their organizations in accordance with The Institute's central analytic design;
- Collect, process and analyze field data and prepare final reports on the findings;
- Provide The Institute with the data collected as part of the central research design to enable The Instiute to prepare a report for the multi-city system;

- Provide The Institute with formal status reports on all activities in accordance with prescribed reporting and documentation procedures;

- Advise appropriate local agencies of all entry-level job openings created by upgrading training;

- Sponsor leadership training clinics for trainees who display leadership potential in order to create new and responsible community leaders among the disadvantaged.

Staffing must be recognized as a serious problem in organizing manpower projects. The assignment of work to staff on the basis of their individual abilities requires that the structure be modified when staff changes occur. This problem, as it has been experienced in the upgrading projects, cannot be minimized. An attempt has been made to eliminate this dysfunctional aspect, but it remains a managerial hurdle in a continual process of organizing to accommodate personnel and project requirements.

The staffing configuration for The Institute and the three cities was developed around functional areas. Job descriptions were developed based on meeting the needs and objectives of the project which fall into the broad areas of specialization as:

- Administration and Support
- Marketing and Sales
- Training and Upgrading
- Analysis

Based on the one city Phase II experience, the following assumptions were made:

- Experienced manpower people would not be available, especially in the training and managerial areas;

- The system manager would have to develop an in-service program. Such a program

> should use the same techniques used in the HIT program. In-service training should also be an ongoing process.

Apropos of this, Peter Drucker has said:

> "Learning and teaching are going to be more deeply affected by the new availability of information than any other area of human life. There is great need for a new approach, new methods and new tools in teaching, man's oldest and most reactionary craft. There is great need for a rapid increase in the productivity of learning. There is, above all, great need for methods that will make the teacher effective and multiply his or her efforts and competence. Teaching is, in fact, the only traditional craft in which we have not yet fashioned the tools that make an ordinary person capable of superior performance. In this respect, teaching is far behind medicine, where the tools first became available a century or more ago. It is, of course, infinitely behind the mechanical crafts where we have had effective apprenticeship for thousands of years."[7]

Rather than rigid predetermined criteria, broad guidelines were established for selecting staff. It was articulated, however, that we did not want a staff with a "social work" orientation. Personnel were chosen within the guidelines of whether or not they were sensitive to the problems of today's society, had an understanding of the learning process, could use a pragmatic approach to problem solving, and could communicate effectively.

Monitoring and Evaluation

An E&D program cannot function without monitoring and evaluation tools and these same instruments are a valuable adjunct to the managerial process.

Project monitoring is defined "as an investigation to determine whether funds allocated to a particular program are being spent in accordance with legislative objectives prescribed for that program."[8]

The Institute was responsible for budget development and monitoring this aspect on a periodic basis. The following investigative procedures have been established:[9]

- Pure monitoring
- Monitoring - evaluation
- Pure evaluation
- Evaluation - research
- Pure research

While The Institute did not build instruments for all of the above, a reporting system was developed and implemented during the contract period. A combination of pure monitoring with monitoring-evaluation provided this manpower program with a problem-solving tool. The operation control system that was developed served as a qualitative and quantitative technique for monitoring and evaluating project ON DESIGN, ON TIME and ON COST effectiveness. Accurate diagnosis of problems in the field can only take place if a well-designed information system is available to the user.

From a project management standpoint, it is not possible to utilize pure monitoring without interfacing evaluation. Monitoring-evaluation moves away from concern with only pure dollars; it is also concerned with the participants in the program. The aim of the control system was to assure that the results of operations conform as closely as possible to established goals. The project takes exception to the following categoric statement by Mangum:

> "For no program are there adequate valid data for evaluation of strengths and weaknesses and no program currently has a reporting system capable of producing such data. Data on the characteristics of enrollees are adequate in some but not all programs. Data on service provided are weak and follow-up data on program results are grossly inadequate and

> undependable. Ad hoc internal evaluations have been made of several programs, either in-house or by contract, but, for the most part, their coverage is limited, their data weak, and their investigations not probing." 10

In summary, the monitoring-evaluation model developed and used to "measure" performance would have been of little value if it were not communicated to field operations and project managers who could take corrective action. The management philosophy developed here was that:

- Control information should be sent as soon as possible to the problem-solving and decision-making points.

- Information must be accurate.

- Control reports are to be simple and present only key comparisons. They are not intended to present a full analysis.

Certainly within the framework of an E&D project such a control system can assist in new planning and organizing. Pure evaluation as defined by Somers relates the costs of the program to comparative data on employment, income and attitude before and after the program. The Institute did not attempt to develop such a model during this phase.

Another area of program control, evaluation-research,* is not a management tool, but is rather a more sophisticated method of investigation. In an E&D program this is also referred to as "action-oriented" research. Unfortunately, in the field setting evaluation-research is difficult to control because a number of key variables such as attitude and behavioral range have a strong effect upon it. Even the most careful, well designed evaluation-research study tends to give only a general indication of the reliability and validity of the project's concepts.

The Institute does not attempt to go into the areas of pure research. The main focus has been applied on action-oriented analysis. The reader may wish to see Volume IV for a further description of the evaluation-research approach (Analysis).

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*The Institute refers to this as analysis, but here we will use Somer's typology.

Communication

Communication structures do affect a group's efficiency. It was anticipated that the most difficult aspect in structural design would be the program's intracommunications from Institute to city, and city to city.

Realizing that problems would proabably develop, the communication scheme was to be kept as simple as possible with roles of staff members well defined.

The three cities were to communicate directly to the system manager and not to the funding source.

The main points of communication were the Policy and Procedure Committees (PPC), in Baltimore and Cleveland and the Operations Committee (OC), in Newark. These structures were established to perform the following functions:

- To oversee all aspects of operations of the project.
- To review and oversee program objectives noted in the contractual Statement of Work entitled, "Program Controls."
- To review and evaluate progress reports prepared by the Project Director.
- To review reports on project expenditures and, if necessary, review and approve budget changes.
- To set policy concerning personnel requirements, standards and practices. This includes the selection of Project Director, Director of Training, Program Developer, Associate Analyst and Controller.

The Executive Director and a representative and two members of the city project make up the PPC and OC. This link was conceived primarily to make policies and facilitate the communication process.

The technical communication link between The Institute and the city project was to be a single division. It was felt

10400

that a central coordinator should handle all communications between the two entities. Highly technical matters were to be coordinated through this central link before going directly to the source.

From Alice in Wonderland to the World of Perceived Reality

The foregoing discussion of managerial considerations presents an idealistic paradigm for building an effective, flexible, efficient knowledge organization. It is most important that the manager of an experimental and demonstration organization develop a balance between what is experimental and what is demonstration, what is theory and what is "real world." Truly, a manpower E&D project is one which continues to feed on new ideas, and, as it anticipates the needs of the marketplace and of advancing technology, it must recognize the need to refine its models.

This dynamic refinement makes it important to understand the chronology of change and to move from causal factors to intervening factors to end result factors. What does this mean? Simply, causal factors are those aspects that are well-defined; they cause "things" to happen. They are the basic resources--financial, human and material--that are required before a project can attempt to meet its objectives (end result factors).

Figure 1.3 shows the basis of an applied managerial model. It incorporates a "reality-based" framework and moves away from the ideal situation. The planned causal factors should have the flexibility to accommodate the intervening variables that arise. If end result factors are to be obtained in a knowledge organization, it is necessary to anticipate new and different events constantly. Hence the "temporary society"* concept is an appropriate one for E&D projects.

Chapters II and III of this volume provide us with the reality-based model which may be considered as the conceptual "bridge" between an "Alice in Wonderland" management philosophy and the pragmatic world of program design and implementation. This managerial model reflects an attempt to examine the dynamic process that has taken place among The Institute and the three city projects, placing emphasis

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* also referred to as a "free-form" organization.

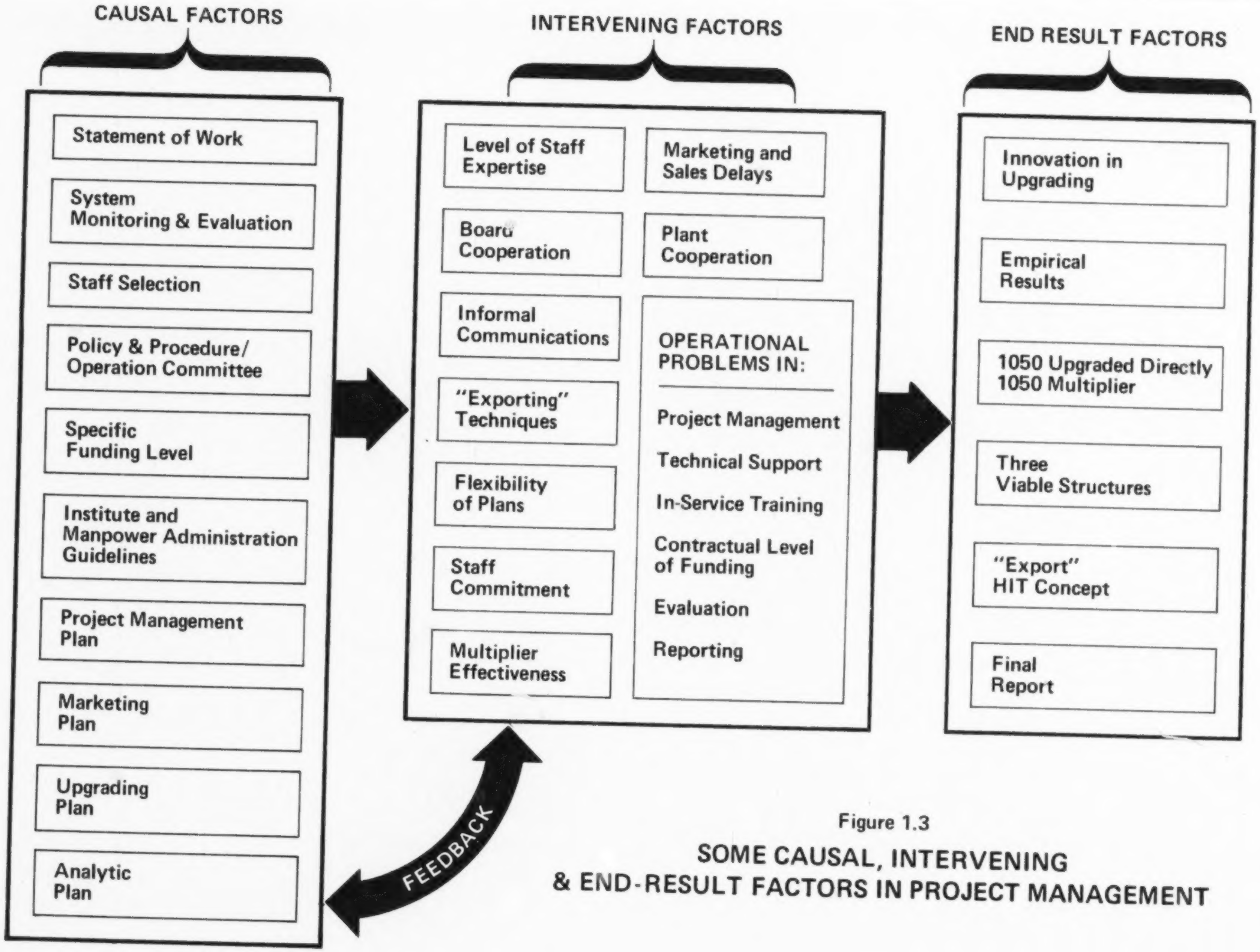
CAUSAL FACTORS
Statement of Work
System Monitoring & Evaluation
Staff Selection
Policy & Procedure/ Operation Committee
Specific Funding Level
Institute and Manpower Administration Guidelines
Project Management Plan
Marketing Plan
Upgrading Plan
Analytic Plan
INTERVENING FACTORS
Level of Staff Expertise
Board Cooperation
Informal Communications
"Exporting" Techniques
Flexibility of Plans
Staff Commitment
Multiplier Effectiveness
Marketing and Sales Delays
Plant Cooperation
OPERATIONAL PROBLEMS IN:
Project Management
Technical Support
In-Service Training
Contractual Level of Funding
Evaluation
Reporting
END RESULT FACTORS
Innovation in Upgrading
Empirical Results
1050 Upgraded Directly
1050 Multiplier
Three Viable Structures
"Export" HIT Concept
Final Report
FEEDBACK

Figure 1.3

SOME CAUSAL, INTERVENING
& END-RESULT FACTORS IN PROJECT MANAGEMENT

on intervening and end result factors. The reality of project management can only be discerned by a record made of impressions over a period of time. It is by no means a scientific-follows-scientific methodology, although careful systematic analysis over these many months has taken place. It is hoped that the reader will accept these conditions as he continues in this volume.

Without an understanding of the management process it would have been difficult, if not impossible, to move into the implementation phase effectively. ON DESIGN, ON TIME and ON COST has relatively little meaning if a management philosophy does not exist.

In summary, this chapter has made a modest attempt at presenting a conceptual managerial model. In reaching this broad objective, historical perspective of the E&D project was presented as well as the concepts of planning, organizing, staffing, monitoring and evaluation, and communication, which form the structure of the managerial process. The next chapters will examine and explain a reality-based paradigm showing how "the best laid plans of mice and men aft' gang aglee."

CHAPTER II

ORGANIZATIONAL DESIGN

The prime purpose of any organizational design is the creation of a structure which will facilitate the achievement of organizational objectives.

In implementing this concept an organization needs to:

- Define its objectives;
- Determine the key activities leading to the achievement of objectives;
- Define the interrelationships between activities.

The objectives of the upgrading system were the creation and implementation of a three-city upgrading system to expand the concepts of HIT training for upgrading by adding the factors of geographic location, varying upgrading implementing organizational configuration, varying demographic characteristics, and the continued development and refinement of HIT model.

Initial Activities

In order to attain this expansion, several major initiating activities were necessary. These included:

- Selection of geographic locations of upgrading activities
- Selection or creation of implementing organization

- Development of funding proposals
- Staffing and equipping of each organization
- Initial staff training in:
  - Project management
  - HIT methodology
  - Marketing plan
  - Documentation
  - Analytic activities
  - Reporting and evaluation
- On-going training and technical support
- Design and implementation of an analytic study to determine the short and long term effects of upgrading
- Establishment of a system of program evaluation
- Establishing a system of program control
- Implementing HIT upgrading programs

Before making a decision about the interrelationships of activities, it was necessary to make a decision about the general structure of the system. The key decision to be made was whether separate entities, geographically oriented, would be selected or created.

The factor of geographic location would be tested in either structure. In the single entity approach the factor of geographic location could be tested by the establishment of local divisions. The effect of organizational configuration could only be tested by the creation of separate entities. The factors of varying demographic data and continued development of the HIT model would be tested in either alternative. The importance of testing the effect of organizational configuration became the focal point of the decision. A reexamination of the organizational activities led to the conclusion that there would be no reduction in these efforts if the single entity alternative would require the same operations. The final elements to be weighed in the decision were those of the tighter controls which would be inherent in a single entity versus the ability to test the effect of different organizational configurations. The decision was made in favor of a multi-entity approach consisting of a system manager and three separate and distinct geographically located training organizations.

The decision did not change the objectives of the program, but it did lead to the necessity of assigning planned activities for each implementing entity.

The core staff of the system manager was composed of people who had developed and tested the HIT mehtodology. The following activities were assigned to them:

- Selection of geographic location for upgrading projects
- Selection or creation of upgrading entities
- Development of funding proposals
- Staffing and equipping of each organization

- Initial staff training in:
  - Project management
  - HIT methodology
  - Marketing
  - Documentation
  - Analytic activities
  - Reporting
  - Evaluation
- Ongoing training and technical support
- Design and implementation of an analytic study to determine the short and long term effects of upgrading
- Establishing a system of program evaluation
- Establishing a system of program control

The individual geographic entities would be responsible for all aspects of implementation of HIT upgrading programs.

In summary, the system manager was responsible for overall planning, technical support, evaluation and control. The individual entities were to be responsible, within the framework of conducting upgrading programs, for planning, evaluation and control of its activities.

The System Manager

With decisions made about objectives, activities, and general system design, it was now possible to structure the organization which was to function as system manager.

A nonprofit corporation chartered in the State of Delaware and named Skill Achievement Institute was formed. Its Board of Directors were a group of well known individuals drawn from the fields of academia, banking, government, labor, law, and private enterprise. The chief responsibility of this group would be the establishment of overall policy guidelines. Reporting to this group, and responsible for the operations of the Institute, were a core group of people who had developed and tested the HIT methodology in earlier programs.

In its planning stages, the Institute did not adopt a formal organizational configuration. The core staff of Directors, on a group basis, developed the proposal, contracted for the three-city upgrading system, and completed initial logistical activities.

With the completion of these initial start-up activities, the Directors of the Institute were ready to formalize its operational structure.

Organizational Flexibility

Since structure should be a reflection of the organizational activities to be undertaken to achieve objectives, a commitment was made not to attempt to create a static organizational configuration. Organizational configuration would be considered temporary and would be subject to change as the needs and the activities of the Institute changed.

The building of this temporary society, constantly changing to meet needs, will in many instances create serious personnel problems. A heightened degree of staff insecurity can result from the constant attempt to match Institute needs with existing staff skills and from the inability of staff to identify with any one of the constantly changing roles. While this risk was real, the knowledge that the Institute's plan called for it to progress through a series of changing activity phases almost mandated the need to adopt a flexible approach to organizational structure.

The need for organizational flexibility was reinforced by the level of funds which precluded the Institute from building a specialized expert capability in every aspect of its activities. The certainty that there would be times when unplanned activities would take place as a result of intervening variables further reinforced the need for organizational flexibility. These concrete reasons together with a strong desire not to build a structure wedded to yesterday's concepts led to the adoption of the philosophy that the Institute's organizational configuration would be flexible and at all times be a reflection of the needs of the Institute.

Dual Functions of the System Manager

A second key consideration was the existence of a dual set of functions. There existed a series of functions necessary to the effective operation of the Institute as an independent organization and a parallel set of functions resulting from its role as a system manager. The alternatives available were the creation of two distinct groups, in which one group would be responsible solely for Institute functions and the second for system manager functions. The second alternative was the creation of a single group with the dual purpose of fulfilling a set of functions for the Institute as an operational organization and a parallel set of functions as a systems manager. The level of funding available to the Institute eliminated the first alternative, leaving the dual purpose structure as the only feasible model. With the general parameters of organizational structure decided upon, the next step taken was the analysis of objectives and the activities leading to the accomplishment of these objectives.

The short range objective would be one of creating the system. It would encompass activities designed to determine program location, organizational configuration, staff selection and logistics and staff training. The organizational structure (see Figure 2.4) selected (and described in the SOP handbook) consisted of the following functional groupings.

SKILL ACHIEVEMENT INSTITUTE

Original Table of Organization

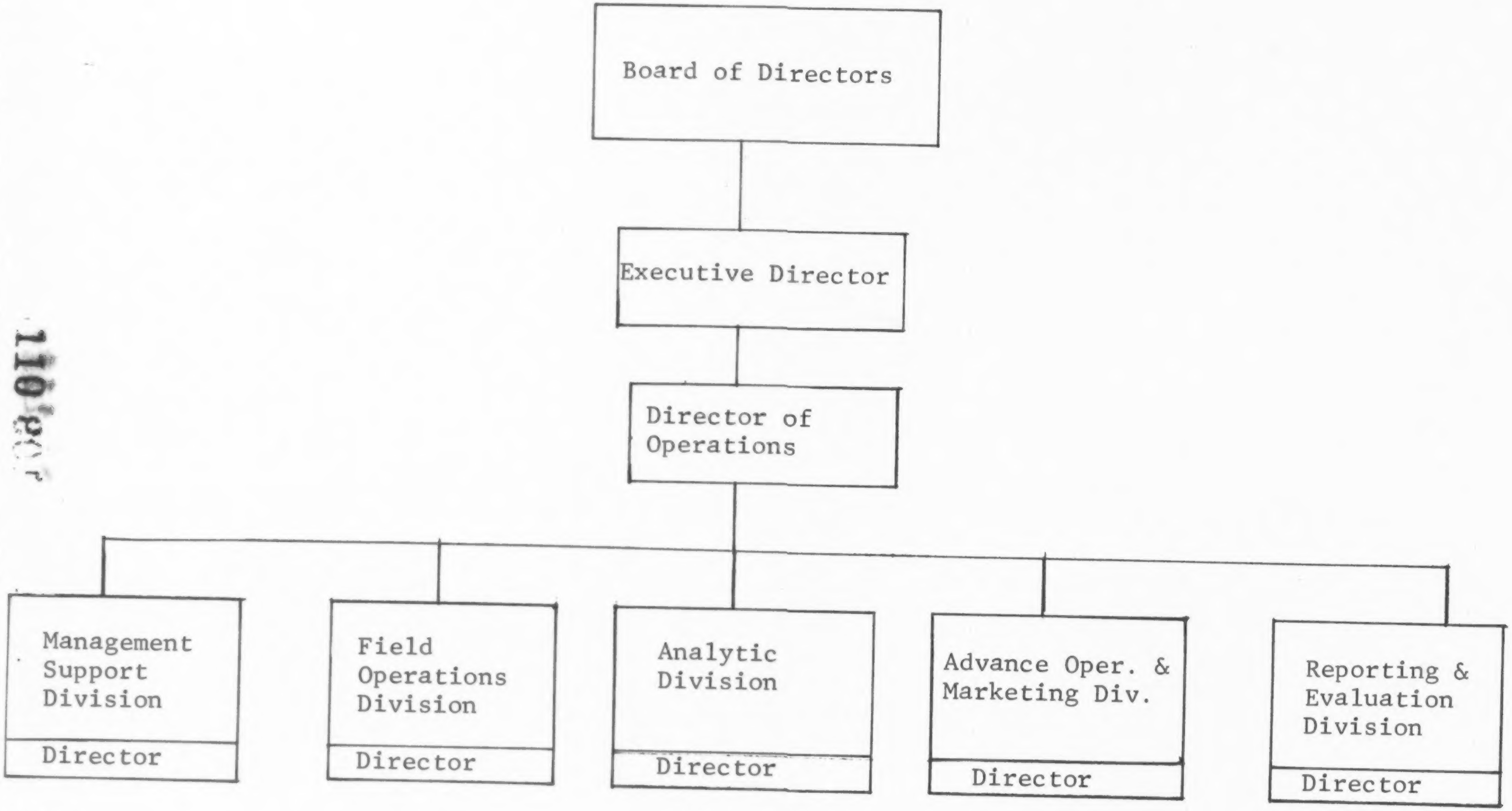
Board of Directors
Executive Director
Director of Operations
Management Support Division
Director
Field Operations Division
Director
Analytic Division
Director
Advance Oper. & Marketing Div.
Director
Reporting & Evaluation Division
Director

Figure 2.4

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Executive Group

The Executive Group, composed of the Institute Divisional Directors, had complete operational responsibility for the activities of the Institute. It was responsible for the implementation of the broad policy guidelines developed by the Board of Directors, the development of new areas of interest for the Institute and the implementation of specific programs which the Institute had accepted. The Executive Group consisted of:

- The Executive Director
- Director of Operations
- Director, Management Support Division
- Director, Reporting and Evaluation Division
- Director, Advance Operations and Marketing Division
- Director, Analytic Support Division
- Director, Curricula Development and Special Projects

The reader is referred to Appendix D for a current table of organization.

Management Support Division

The Management Support Division was responsible for financial administration, general administration and logistics. These responsibilities existed for both the Institute structure and the individual projects comprising the Three City Upgrading Project.

Reporting and Evaluation Division

The Evaluation Division was responsible for information flow, categorization, storage and retrieval of information and an evaluation of the training program. These responsibilities existed for both the Institute structure and the individual projects comprising the Three-City Upgrading Project.

Advance Operations and Marketing Division

The Advance Operations and Marketing Division was responsible for scheduling and coordinating Advance Operations, marketing plans and techniques. These responsibilities existed for both the Institute structure and the individual projects comprising the Three-City Upgrading Project.

Analytic Support Division

The Analytic Support Division was responsible for the design and implementation of all analytic studies conducted at the Institute and in the individual projects of the Three-City Upgrading Project.

Field Operations Division

The Field Operations Division was responsible for the implementation of all upgrading programs of the Three-City Upgrading Project.

The Upgrading Entities

Structure

The three organizations selected to implement HIT training programs were:

- Newark Upgrading Project (Industrial Training Services) - a special project of the Employment Service - Department of Labor and Industry - State of New Jersey.
- Baltimore Upgrading Project (Skill Upgrading, Inc.) - a private non-profit corporation.
- Cleveland Upgrading Project (Skill Upgrading in Cleveland) - a special project of the Office of the Mayor - Cleveland, Ohio.

The operating objectives of the local entities were to conduct an upgrading program and to conduct an analytic study. With these objectives in mind, the following individual organizational structures (Figures 2.5, 2.6 and 2.7) were created.

NEWARK IN-PLANT TRAINING
AND UPGRADING PROJECT

Organizational Structure

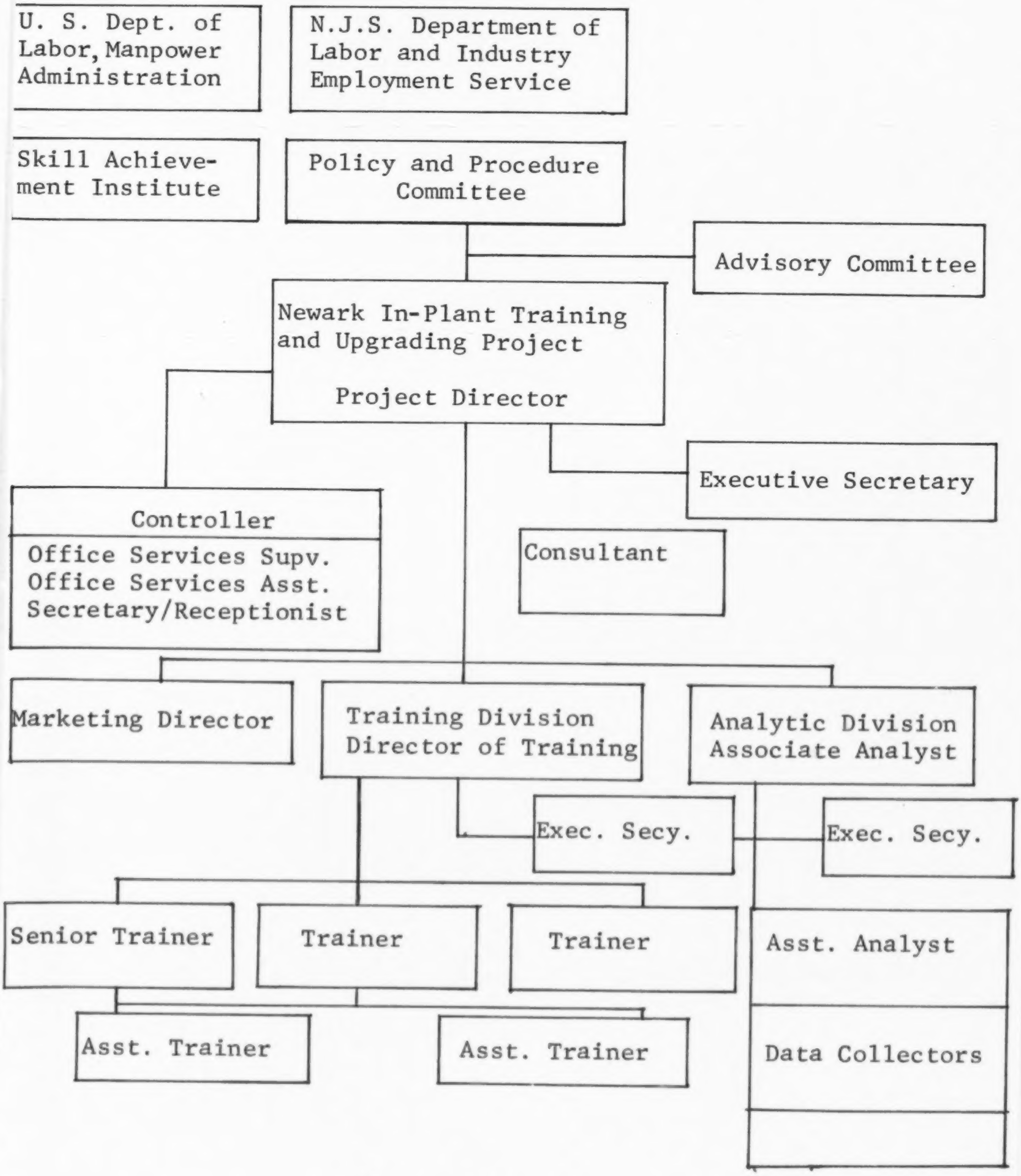

U. S. Dept. of Labor, Manpower Administration
N.J.S. Department of Labor and Industry Employment Service
Skill Achievement Institute
Policy and Procedure Committee
Advisory Committee
Newark In-Plant Training and Upgrading Project
Project Director
Executive Secretary
Controller
Office Services Supv.
Office Services Asst.
Secretary/Receptionist
Consultant
Marketing Director
Training Division Director of Training
Analytic Division Associate Analyst
Exec. Secy.
Exec. Secy.
Senior Trainer
Trainer
Trainer
Asst. Analyst
Asst. Trainer
Asst. Trainer
Data Collectors

Figure 2.5

SKILL UPGRADING IN CLEVELAND
Organizational Structure

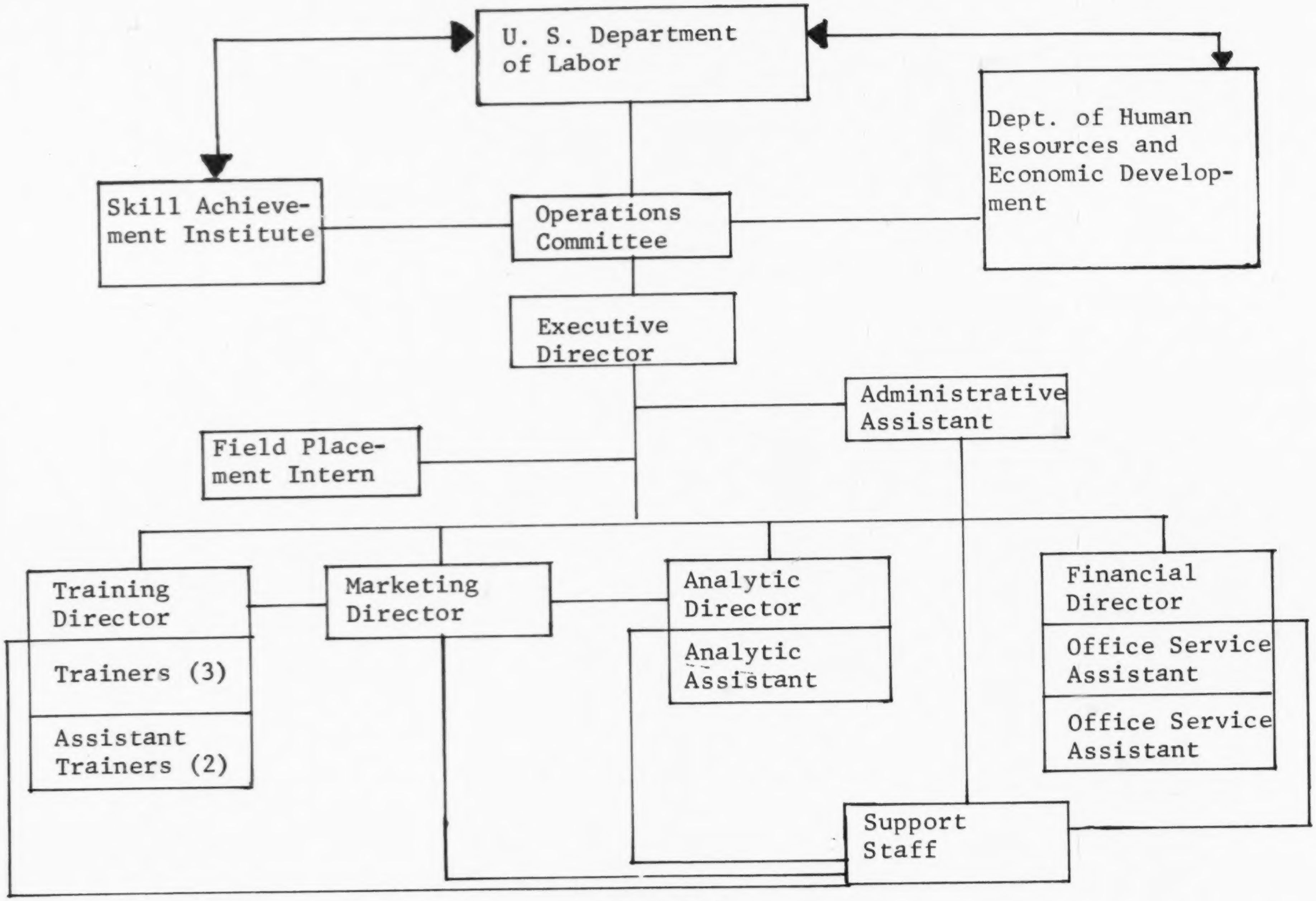

U. S. Department of Labor
Skill Achievement Institute
Operations Committee
Dept. of Human Resources and Economic Development
Executive Director
Administrative Assistant
Field Placement Intern
Training Director
Trainers (3)
Assistant Trainers (2)
Marketing Director
Analytic Director
Analytic Assistant
Financial Director
Office Service Assistant
Office Service Assistant
Support Staff

Figure 2.6

SKILL UPGRADING, INC.

Organizational Structure

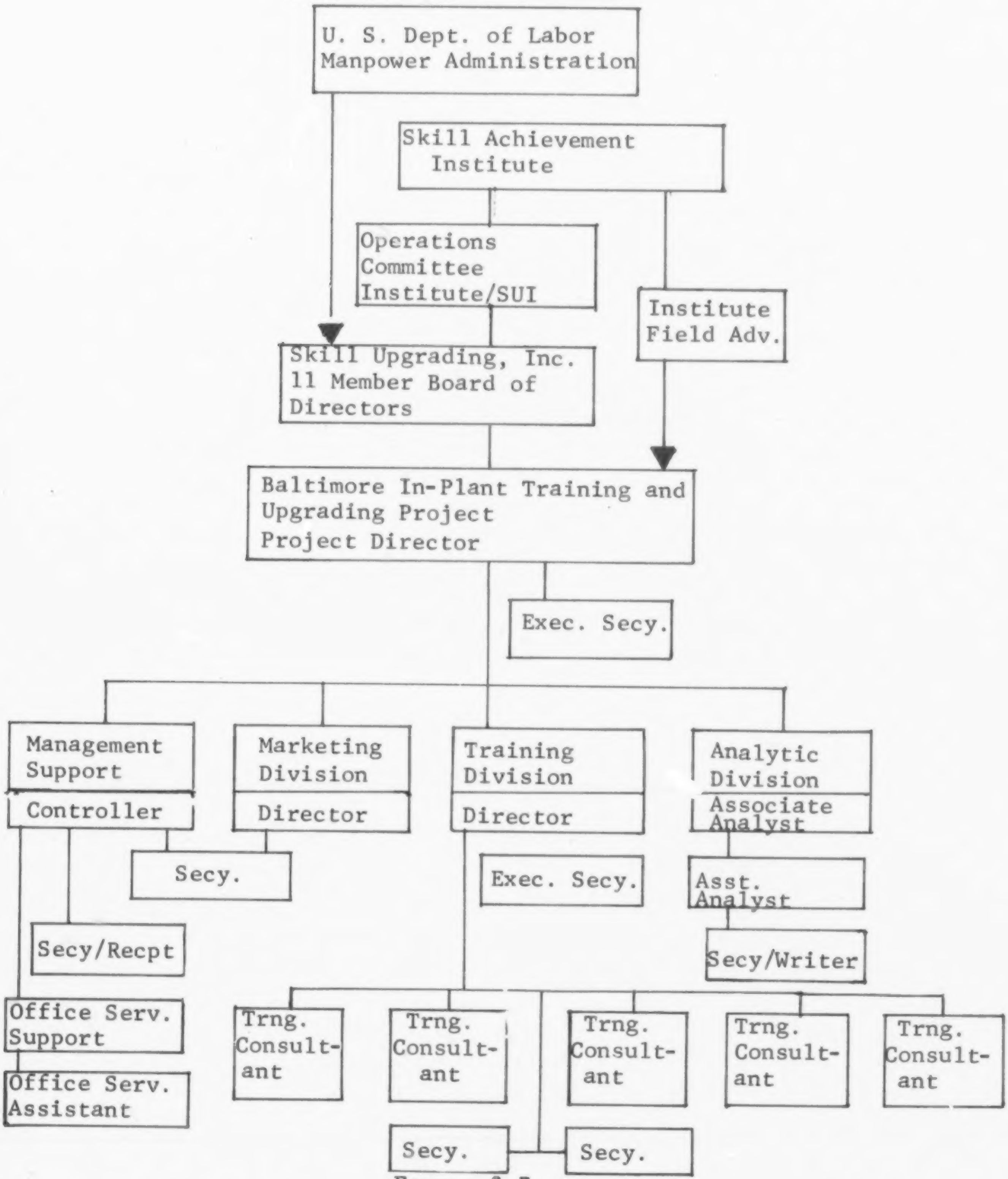

U. S. Dept. of Labor
Manpower Administration
Skill Achievement Institute
Operations Committee Institute/SUI
Institute Field Adv.
Skill Upgrading, Inc. 11 Member Board of Directors
Baltimore In-Plant Training and Upgrading Project Project Director
Exec. Secy.
Management Support
Controller
Marketing Division
Director
Training Division
Director
Analytic Division
Associate Analyst
Secy.
Exec. Secy.
Asst. Analyst
Secy/Recpt
Secy/Writer
Office Serv. Support
Office Serv. Assistant
Trng. Consultant
Trng. Consultant
Trng. Consultant
Trng. Consultant
Trng. Consultant
Secy.
Secy.

Figure 2.7

Control

Since by design, the system contained three structurally differing organizations, the system manager needed to provide control mechanisms to ensure the successful replicability of the HIT approach. These controls were designed so they would not be a hindrance to the individual city projects' flexibility and innovation.

The first of the two control factors built into each organization was the creation of a formal committee. The project director was responsible for the operations of his project to this group. This committee had four members, two selected from the local sponsoring organization and two members selected from the Institute. The second control factor was the assignment by the Institute of a field advisor to each project. These two mechanisms were considered sufficient to meet the objective of establishing control without inhibiting the flexibility and innovation of the Institute's program design.

CHAPTER III

IMPLEMENTING THE THREE-CITY UPGRADING SYSTEM

With the completion of system design activities, the Institute entered its initial operational phase.

A generalized implementation plan had been developed as part of the proposal which led to the establishment of the three-city upgrading system. The objective now was to take this generalized plan and develop and implement relatively detailed plans of operations in each of the specified areas. Several major activity areas were defined and a description of each follows.

Plan of Operations

An Analytic Design was developed to study the effects of HIT on trainees, non-trainees, supervisors and the employing organization.

Advance Operations were activities to be undertaken for the establishment of an upgrading entity. These included:

- City Selection: the development of criteria for the cities and actual selection of the cities in which upgrading projects would be implemented.

- Sponsoring Agency: the development of criteria and a plan of activities resulting in the selection of organizations which would formally sponsor the upgrading projects in the selected cities.

- Contract Activities: the development of a proposal and contract negotiations which resulted in the funding of each city project by the U. S. Department of Labor, Manpower Administration.

- Key Staff Recruitment: A plan of activities, in consultation with the sponsoring agency, for the selection of key executive staff members in each of the cities.

- Logistics: a plan of activities for the filling of space, equipment, supply and service needs for each city project.

- Marketing: a plan of initial activities leading to the establishment of a marketing base for HIT programs in each city.

The completion of Institute staff began with a plan of activities which led to the completion of recruiting and training of Institute staff.

The in-service training city project staff involved the development and implementation of an in-service training program for professional staff of each city project in the areas of management, administration, training, marketing and analytic activities.

The development of Field Support design was a plan of the methodology and procedures to be used in providing field support services.

The development of Information System included a plan of the methodology and techniques necessary to the establishment of an information classification, storage, retrieval and reporting system.

A Financial Management systems developed the procedures and methodology of a management oriented budget control and financial management system.

An Evaluation system was planned to identify the procedures and methods to be used in conducting in-depth evaluations of specific programming areas.

Analytic Design

The analytic program was designed to measure the short-range effects of HIT on workers who are trained, on workers who are not trained, on supervisors and management, and on the structure and operation of the organizations where training takes place.

Since the analytic emphasis was on the impact of HIT, the analytic design was developed as a panel study of the specific groups mentioned. Because of the exploratory nature of the investigation and the need for in-depth information, a small number of organizations employing HIT were used as a sample for the study. Four organizations in each of the three cities have been chosen. The Institute will analyze the impact of HIT in two from each project.

Various analytic techniques have been employed to collect the needed data, principally the structured interview instrument. The set of instruments for the panel study includes a trainee interview schedule, a non-trainee schedule, a supervisor schedule, and a manager's schedule.

In addition to information obtained from personal interviews, other important data were collected through the examination of personnel and work-performance records and by making systematic observations in the plant settings and the training classes. The reader is referred to Volume IV of this report for a thorough description of this Analytic Study.

Advance Operations

City Selection

In its contract, The Institute was charged with the responsibility of selecting three target cities in which upgrading programs would be established. The three target cities were to be chosen from a U. S. Department of Labor preselected list of seven cities. The cities on this preselected list were Baltimore, Maryland; Boston, Massachusetts; Cleveland, Ohio; Newark, New Jersey; Philadelphia, Pennsylvania; Pittsburgh, Pennsylvania; Syracuse, New York.

The criteria established for use in city selection were:[11]

- A large non-white population with severe employment problems;
- An upgrading potential as evidenced by the rate of industrial growth, job vacancy rates, and the level of support by business and labor of programs designed to meet the needs of the disadvantaged;
- The number of effective manpower programs already in existence and the degree of support and cooperation being extended by business, labor and community;
- The relationships existing between government and the target population (workers, business, labor).

The data collected to ascertain which cities met the criteria already established included demographic information about wage scales, racial statistics, unemployment and underemployment rates, the amount of shifting in the population patterns, and a general description of the area.

Industrial and labor data also helped to evaluate the cities in terms of the criteria. Information was collected about the location, the kinds of industries, the number of people employed and the amount of job vacancies extant, and the local salary ranges by job category in the area. A list of major employers included information about the number of employees, their racial make-up, and the union affiliations of companies which employed non-whites. The training activities of the employers on the list, both company and union training, were also noted.

The Institute conducted a thorough examination of the manpower programs already active in each city. The data collected from this activity included the following information about each program: the funding source and level; the degree of cooperation among existing programs; both official and non-official assessments of each program; and an evaluation of their respective involvements in business, government, unions, and the community.

Socio-political data were also collected to help The Institute discover which cities most nearly met the established criteria. This information was a result of an examination of the existing public services, community and political issues, and the actively operating community groups. Included in these data, too, was an evaluation of the current attitudes toward programs which served minority groups. The information sources and the effectiveness of local newspapers were also noted for each city.

These data were collected through field visits and interviews in each city and by searching existing sources such as the city records, newspaper files, and public libraries. The data were analyzed and rated on a seven point scale A city-criteria rating matrix was developed and an overall rating of the project potential was developed. The results of the city selection process are summarized in Figure 3.8.

A detailed report entitled, "City Selections: Interim Report" was published on April 1, 1968. The only major deviation from this plan was that field visits were not made to all the cities. Based on this interim report, the U. S. Department of Labor and The Institute decided that the three highest ranked cities (Newark, Baltimore, Cleveland) would be selected.

Selection of Sponsoring Agency

One of the contractual requirements was to test the effect of different organizational structures in implementing HIT. Some of the possible structures were:

- An existing non-profit private organization
- An existing public agency
- A "special project" in either of the above
- A newly created non-profit private organization
- A division of The Institute
- A profit making company

SEVEN CITY ASSESSMENT

PROJECT POTENTIAL

City	DD[1]	ILI[2]	MP[3]	SP[4]	Total
Baltimore	4	3	4	7	18
Boston	3	5	1	4	13
Cleveland	5	4	5	6	20
Newark	6	1	7	5	19
Philadelphia	7	2	6	1	16
Pittsburgh	2	7	2	2	13
Syracuse	1	6	3	3	13

DD[1]: Demographic Data: population, percentages of non-white, unemployment, etc.

ILI[2]: Industrial and Labor Information: job opportunities, industrial growth, etc.

MP[3]: Manpower Programs: numbers and types of programs.

SP[4]: Socio-Political Variables as related to the target population.

Rating: Judgmental rating scale with a range of 1 (lowest) to 7 (highest) for evaluating the program potential of a city.

Figure 3.8

Funding

Two methods of funding were considered: a prime contract with The Institute with a subcontract between The Institute and the sponsoring agency; a prime contract between the U. S. Department of Labor and sponsoring agency. The latter method, with some modification, was chosen.

The Institute, in concert with the Manpower Administration, decided to test the following models in these cities:

- Newark, where the project became a special project of an existing public agency;
- Baltimore, where the project was created as a non-profit organization;
- Cleveland, where the project was begun as a special project of an existing public agency.

Sponsoring Agencies' Differentials

There were no pre-set criteria for selecting an organization to act as a project vehicle. The Institute hoped to discover whether there would be any measurable difference which could be attributed to the organizational structure of each of the projects.

In the case of Cleveland, the Institute selected an existing non-profit organization with funding to be subcontracted with The Institute. The U. S. Department of Labor overrode The Institute's choice and decided that a prime contract would be entered into between the U. S. Department of Labor and the Office of the Mayor - Cleveland, Ohio. This decision eliminated the possibility of measuring the effect of the Institute's acting as a prime contractor and thus having a strong degree of control. Another problem resulting from this choice of funding for the Cleveland project was the inherent limitations it placed on the E&D features of organizational structure.

Two of the three cities were sponsored by a public agency. Newark was sponsored by the New Jersey Department of Labor and Industry, a state agency; and Cleveland was sponsored by the Office of the Mayor, a city agency.

The existence of any significant difference between state and city public agencies as sponsors of the projects is not clear. It is possible that a state agency would have a wider variety of resources available for use in the continued support of the training project beyond the initial funding period. This difference may be significant, because there are strong indications at this time that the Newark project will not only continue beyond its current life under the sponsorship of the State of New Jersey, but will be extended to other cities in the state. To attribute this definitely to the difference between a state andcity public agency however, is premature. The Newark project has a significantly shorter remaining life under its initial contract than does the Cleveland project. In view of this, refunding activities for the Newark project began in May, 1969, while this will not happen for the Cleveland project for some months to come. We do not know what the response of the City of Cleveland will be if and when it is requested to support an upgrading project which has demonstrated a high degree of success. Operationally, very little qualitative difference has been discerned which could be attributed to structure. All projects have trained staffs and are implementing significant numbers of programs.

There is one area in which structural difference does play a role: logistics are much more easily handled when dealing with a private structure rather than a public agency. The rules and regulations in public agencies regarding personnel and purchasing cause administrative delays. This problem, while it does exist, is not considered critical. It can be greatly minimized if the project's staff takes the time to learn the existing procedures and the reasons for them. Good human relations and planning, which takes into account the real procedural delays, will reduce this problem to a point where it becomes insignificant.

One structural element which appears to have been superfluous was the Board of Advisors for each project sponsored by a public agency. These boards, to have been made up of representatives of academia, business, community and labor, were never operational and their absence does not seem to have hindered the two projects which would have been affected. Two possible reasons for this may be that, by design, the projects do not represent a particular viewpoint. Secondly, given a well trained staff that is sensitive to the needs of academia, business and labor, formal representation may not be necessary.

Contract Activities

As the projects were similar in scope; the only significant time spent on proposal writing and negotiation was for the first project (Newark). This first project proposal formed the model from which the contracts for the remaining cities were negotiated. The prior experience in proposal writing and contract negotiation of the Institute staff helped expedite the procedure.

The negotiation of sufficient funds to accomplish objectives has been a problem common to The Institute and the three cities. A negotiated reduction in the amount of funds requested (which represents the elimination of fat) is not only to be expected, but is desirable because it acts as a discipline to management. Just as insufficient capital is a prime reason for business failure in the private sector, so can an insufficient level of funding contribute significantly to the failure of a program to meet contractual objectives. In many cases the negotiation of funding levels takes place after the operational objectives have been agreed to. There is a danger that funds may be reduced to a level which obviates the successful implementation of a program. When this occurs, operational objectives must be reduced to a point where there is a reasonable balance between these objectives and the funds available.

Key Staff Recruitment

The Institute was directly involved in the recruitment of each project's Project Director, Director of Training, Director of Marketing, Controller, and Analytic Director.

In keeping with its managerial philosophy, the selection of subordinate staff members was, for the most part, a responsibility of the appropriate director. The exact qualities needed for each position were extremely hard to define. Job descriptions were developed, but these, at best, could only serve as guides (see Appendix E). Experience had shown The Institute that good staff members often had unrelated formal backgrounds. For example, the controller in the Cleveland project had no formal financial training or directly relevant financial experience. A HIT type in-service training program, which substituted common language for accounting terminology and simplified records in lieu of the more formal books of account, was designed. After being trained in this program, the controller was able to assume successfully a major project responsibility.

The Institute utilized a variety of recruiting techniques including newspaper advertisements, personal recommendations, and referrals from organizations in respective areas.

Placement agencies were not used because no funds were provided for their fees and because there was a question about their acceptability as a charge against the contract. The Federal Procurement Regulations recognize agency fees as an acceptable charge, but no specific line item was provided for them in the contract budget. The selection of staff members followed standard recruiting procedure. Resumes were received from all candidates for professional positions. These resumes were screened by The Institute staff and likely candidates were called for personal interviews. Reinterviews were scheduled for each final selection. In the case of the project in Baltimore, the Board of Directors interviewed the most promising candidates. In the Newark project, the State of New Jersey passed on the acceptability of candidates, and in the Cleveland project, the Office of the Mayor was involved. The candidates finally selected were approved by all parties.

Logistics

The leasing of space and the purchase of equipment and initial inventories of supplies was done by members of The Institute's staff. By adopting this approach, project staff members were able to return to fully operational and equipped offices after their in-service training. In all cases, sponsoring agencies approved leases and major purchases. Both the Newark and Cleveland projects faced difficulty because the regulations of the sponsoring agency delayed logistic activities. The Cleveland project ran into an acute problem in the purchase of furniture and equipment. The loan of furniture by dealers who were bidding provided a temporary solution. The regulations of the City of Cleveland no longer present these problems because the project controller is fully aware of the regulations and the lines of communications, and he is able to expedite purchases when necessary. Eventually a manual on logistics, which established guidelines, was issued by The Institute.

Marketing

During this stage of advance operations, The Institute began to lay the groundwork for future marketing activities. Some of this groundwork was accomplished in combination with the activities of selected cities, sponsoring agencies, and Board members. Contacts were made with groups such as the local Chamber of Commerce, National Alliance of Businessmen and various other employer groups involved in development activities. At the same time, a detailed marketing plan was developed for the use of the marketing staff. As the marketing of programs is an essential element of a successful program, a separate volume describing the marketing process was authored by The Institute's Director of Marketing and is included in this final report. (See Volume II.)

Completion of Institute Staff

At its creation, The Institute had a core staff of people who had been involved in the development and implementation of upgrading.

There were no experienced people readily available to fill what was designed to be the most sensitive position in the system, that of Field Advisor. A possible source of experienced people would have been ex-staff members of the New York City project. Unfortunately, most of them had been recruited by private industry. And private industry was not a promising reservoir of talent because The Institute could not offer positions which were attractive enough in terms of salary, fringe benefits and career security.

The Institute began a comprehensive recruitment campaign using newspaper advertisements and extensive personal contacts. One salient point was driven home during this recruitment campaign: there is a great shortage of people who have had significant experience in the field of successful manpower programs. Those people who have demonstrated success are in great demand and are therefore not readily available.

A second major negative factor is the area of salary level which is lower in a federally funded manpower program than in competitive private industry positions.

Government should be concerned with these personnel problems for two reasons:

1) the low, non-competitive salary levels in projects they fund and

2) the time limitations of any particular contract.

While difficult, these problems can be surmounted by the proper presentation of the reputation, challenge and uniqueness of The Institute's program.

The problems presented by the lack of adequately trained and experienced people in the field of manpower is far more serious. While monetary problems can be solved by decisions of the funding agency, no administrative decision can immediately improve the availability of trained manpower. It seems ironic that the field of manpower development should suffer from a manpower shortage. One strong recommendation which The Institute would make as a result of its experience, is that programs designed to train people in the field of manpower programming should be implemented as quickly as possible.

The Institute, after a long search, was able to recruit some extremely competent people who, after a concentrated in-service training program, were able to assume their responsibilities successfully.

The Institute was initally able to recruit competent people for all of its staff positions. During the program, the original Director of Manpower and Director of Reporting and Evaluation resigned. The Director of Manpower resigned to accept a senior position with another organization and the Director of Reporting and Evaluation resigned for personal reasons.

The recruitment campaign to find replacements for these positions was not a success. The Institute did not recruit a satisfactory replacement for the Director of Manpower position. This role was assumed by The Institute's Director of Operations. Another area in which the recruiting effort did not achieve desired results was in the area of finding a replacement for the original Director of Reporting and Evaluation. This responsibility was assumed by a variety of other Institute Directors.

The personnel recruiting situation has eased for The Institute, now that it has gained a wider reputation and is beginning to receive inquiries about staff openings. It was able to fill a vacancy due to the resignation of a field advisor fairly rapidly and now has available a list of qualified potential candidates for future openings.

In-Service Training - City Staff

When the recruiting of staff for the three new projects and the Institute was complete, a second personnel problem arose. The projects were staffed by people to whom HIT was entirely new. The objectives, then, were to train the staff of each project in the concepts and methodologies of HIT and show them how to implement the training in each area.

A two-phase in-service training program was developed. This program, in its first phase, was done in two parts. Part 1 was a short program for key program staff, and Part 2 was a more extensive program for all staff members. Subject matter included:

- Project Director Management Development
- Staff Management Development
- Training Concepts and Methodology
- Evaluation Procedures
- Analytic Activities
- Reporting and Documentation
- Marketing
- Financial Management

The second phase of the training program did consist of an ongoing in-service training on a pre-programmed basis and on an as-needed basis.

In addition to The Institute sponsored in-service training programs, each project could, in consultation with the field advisor, develop any in-service programs considered necessary. Extensive manuals which explained and illustrated the in-service courses were developed for the implementation of the in-service training. The curriculum outlines for the in-service programs are in Appendix F.

Development of Field Support Design

The objective of The Institute was to make available to the individual projects a full range of supportive expertise. To accomplish this effectively, The Institute planned to have a field advisor assigned to each city project. This field advisor was to act as the formal communications link to the city; the technical advisor to the project; the overall project evaluator.

The establishment of the field advisor as the communications link was designed to create a focal point through which all data would flow to ensure the availability of information in as ungarbled a state as possible and to eliminate the confusion which would result if a series of communication links were created.

The role of field advisor as a technical advisor was designed to create a central source of supportive expertise for the city project to call upon. The field advisor's primary expertise would be in the area of training and he would lend direct assistance there. In the areas outside of his immediate expertise, he would be able to make available to the projects the expertise of Institute Directors. His role as overall evaluator was designed to fill the gaps in the activities of the evaluation division. The evaluation division would essentially conduct in-depth evaluations of specific areas, while the field advisor would provide an overall evaluation of the project as it was in process of operation.

It can be said in retrospect that the planned role of field advisor and its implementation developed into an excellent tool for supporting the city projects.

The field advisor provided major technical support to in-service training activities. He was the main communications link to the projects which resulted in quicker, more effective communications with minimum distortion. His informal role of confidant to the projects allowed the field advisor to act as a sounding board for new ideas and problems.

The successful development of this role did progress through a series of problem phases such as:

- Budget cuts which limited the number of field advisors to two instead of the three originally planned. The concept of a one-to-one assignment had to be discarded; consequently a substitute plan calling for a field advisor to have primary responsibility for one city and shared responsibility for a second was used.

- The recruiting problems discussed earlier resulted in late hiring of the field advisors; therefore they were forced to assume responsibilities before they were able to undergo in-service training.

- The selection of a less than satisfactory replacement for the original divisional director. The selected replacement proved unable to provide necessary direction to the field advisors.

- The complete breakdown, in the early stages of the program, of the concept of a single communications link. This breakdown probably can be attributed to a lack of discipline on the part of Institute executive staff. In all probability executive staff viewed themselves as experts in their particular field and from an Institute status point of view, could not readily subordinate themselves. This problem, to a great extent, was solved only after strong directives issued by the Executive Director reinforcing the role of the Field Advisor. While this problem was eventually solved, the solution came only after the field advisor position had been seriously undermined. A great deal of time and energy was expended to reinforce the field advisor role.

- The high level of project activity which precluded the field advisor from implementing the planned seven in-service training programs which were to be conducted during the life of the program. A very successful three day seminar for all staff members of the three city projects and of The Institute was substituted.

In summary, the role of the field advisor is indispensable to a systems manager concept. The time and resources expended on the solution of the problems which arose during the development of this role were well spent. The field advisor is now an effective tool for supporting projects; this role has been developed and tested and is ready for future use.

Development of Information System

Accurate information, meaningfully classified, available for quick retrieval, and reported in a systematic manner for decision making is in all probability the lifeblood of an organization. This becomes even more important when the "organization" consists of four separate entities geographically dispersed.

The Institute planned a two-phase effort in the creation of its information system. The initial phase was concerned with determining the types of data, the forms to be used in collecting data, the coding and classification system and methods for storing and retrieving data. This task was completed and a manual entitled Information Flow System was published which discussed the system in detail.

The second phase of activity was the development of a reporting system. This system is called an Operations Control Report. The full details of this system were published in a manual called Operations Control Report. The Institute had designed a complete information system. Theoretically, the system looked fine; practically, it broke down almost immediately. The burden of data collection lay with the cities and no recognition was given to this fact in the staffing plans. Each project voiced strong objections to the amount of data forms and their frequency of preparation. Objections were raised that there was extensive duplication of requests from The Institute for the same data on different forms.

At the time of the development of the Operations Control Report, a cursory review was made of the forms being used.

This review indicated that the criticisms of the projects were well-founded. A decision was made to collect only necessary data. In effect, The Institute had created an open-ended data bank based on a philosophy of collecting every bit of information which could have potential use. As an open-ended data bank, the design of The Institute information system was excellent. In terms of budget reality it could not be fully implemented by the city projects.

This poses a real problem. If the system is indeed E&D, it takes great risks when it decides on what data is to be collected and which is not. It cannot forecast the importance of types of data. On the other hand, the sheer collection of data cannot be allowed to hinder the operations of the project. The Institute made an expedient decision in this case; however, that decision cannot be considered a solution to the problem. The entire information system will be reviewed in depth in the near future. The objective will be to attempt a redesign of the information system so that a realistic balance is struck between the comprehensiveness of the data bank and the resources available for the collection of data.

Development of Financial Management Systems

The use of resources to support activities designed to meet organizational objectives is an extremely important aspect of an organization's life. The intelligent use of resources becomes even more important when, as in the case of the three-city system, the amount of funds is limited and there is no opportunity to receive more funds.

The key objective of this activity was the development of a financial reporting system which would allow management to allocate resources in a way which would maximize the project's ability to meet its objectives. An explanation of this reporting system was published in a document titled, "Financial Reporting Systems" TM 1200.8. Very little effort was expended in the area of formulating an overall accounting system. This approach was not considered realistic since both the Newark project and the Cleveland project adopted the accounting procedures of the State of New Jersey and the City of Cleveland respectively.

Evaluation Design

The objective of The Institute was to develop an ongoing, in-depth evaluation design and program which would be able to determine problem areas so that solutions could be implemented without affecting design, time or cost in a negative manner.

A working paper was prepared which detailed the evaluation design as it was perceived by The Institute's Evaluation Division.

This design was never implemented nor in fact has there been any in-depth evaluation performed by the division. The division itself has been eliminated as a distinct entity and its responsibility has been assigned to the various other divisions of The Institute. (Volume III of this report was prepared by a specially selected Training Director of one of the city projects. It is an impressionistic evaluation based on his extensive experience and communications with the other projects.)

The causes for the breakdown in the Evaluation Division are difficult to pinpoint. (The very word "evaluation" does not seem to have a universal meaning nor does there seem to be a unified methodology available.) One great problem which never could be resolved was the proper balance between statistical or quantitative evaluation and "feel" or judgmental, qualitative types of evaluation. Both are indispensable, but the proper mix is not readily definable.

Future evaluations will specify the objectives of the activity being evaluated, a determination as to whether or not these objectives and related activities did take place, the degree of achievement of objectives, and finally, a value judgment. Too often objectives and activities change. This change may take place so subtly that there is a lack of awareness that change is taking place. An evaluation is made only to find out we were evaluating something which was planned rather than what has actually been done.

Summary

While the system has encountered all types of problems, one salient fact stands out. Three new training entities were organized, staffed and trained in a relatively short time and at a reasonable cost. Each of these projects has successfully conducted a significant number of training programs.

That, as a result of the experience gained, The Institute would be able to do a better job as a systems manager is axiomatic. That some of the problems encountered could have been foreseen is admitted. Yet, The Institute believes it has fully met its responsibility as a systems manager. The many hundreds of workers holding more highly skilled and better paying jobs stand as incontrovertible proof that the three-city upgrading system is working.

APPENDIX A

APPENDIX A

DESCRIPTION OF OPERATIONS CONTROL REPORTING SYSTEM

Introduction

The Institute's Operations Control Reporting System is designed to report operational data in a manner which will permit decisions to be made as to whether a project is On Design, On Time and On Cost. Supporting details can be found in the individual project status reports and in the files of The Institute and individual city projects.

A key factor in the design of any information system is that it serve the realistic needs of the potential reader. With this in mind, The Institute designed a system which details the essential data needed to monitor the progress of our programs. A second factor was to develop a system which would not require sophisticated and costly data handling systems. A decision was made that the system would be a manual system using a magnetic board as its central display. A corollary to this constraint was the need to define, in realistic terms, how often the displays would be updated. To develop a real time display system without requiring management to make a decision on how current its information had to be in order to effectively monitor operations, determine problem areas and develop solutions would have required a system so costly and complex that it would have nullified its benefits. A decision was reached that updating monthly would be sufficient to control training and administrative activities effectively; analytic activity reports would be updated weekly.

While the Operations Control Reporting System displays summary data, the supporting data collection system permits the displays to be recast to portray data on several bases: demographic, industrial, etc.

Current Status Data Displays

This section consists of the following data displays, together with an interpretive narrative:

- Schedule A-1 - Training Data - First Cycle and Multiplier
- Schedule A-2 - Demographic Data - Trainees
- Schedule A-3 - Training Data - Trainees - Other
- Schedule A-4 - Cumulative Summary of Training Activities
- Schedule B-1, B-2 - Sales Status
- Schedule C - Cost Effectiveness
- Schedule D-1, D-2, D-3 - Program Quality Control
- Schedule E-1 - Analytic Activity Schedule Phase I - Pre-Training
- Schedule E-2 - Analytic Activity Schedule Phase II - Post Training

The purpose of these data displays is to permit the reader to evaluate the program from different bases. For example, a reader whose primary interest may be that of program content, can establish this as his base and then judge program effectiveness from this standpoint. Another reader may establish costs as a base point and judge effectiveness from this standpoint, while yet another reader's prime interest may be the number of minority group members being trained or the types of industries where training is taking place. This system attempt to portray data so that it permits judgments about effectiveness to be made from as many viewpoints as is realistically possible.

Comparative Data Displays

The current Status Data Displays portray data as at a given moment in time, and therefore they do not provide the reader with continuity. The Comparative Data Displays have been designed to fill this gap by reporting month to month data alongside each other, thus providing the reader with continuity and a basis to judge trends as well as the activities of a given month.

Description of Data Displays

Schedule A-1 Training Data-Trainees-First Cycle and Multiplier

The contractual goals of the city projects call for:

- The training of approximately 350 low-wage, low-skill workers on a first cycle basis.
- The training of company trainers to conduct future training programs without defining a specific number goal.
- The training of approximately 350 low-wage, low-skill workers on a multiplier basis.
- The filling of vacancies created by upgrading with entry-level people. No specific number defined.
- Working with supervisors, as part of an upgrading program, with the purpose of effecting positive change in supervisors. No specific number defined.
- The main thrust of training activities to be geared toward the private sector.

- As a result of experience, city projects are often asked to conduct general supervisory sessions, orientation programs, etc., as part of an upgrading program. A count of the number of trainees taking part in these programs is also reported.

To report progress in the above-listed areas, the following tables have been designed. These tables are:

Number of Trainees - First Cycle and Multiplier

In this table we report the number of trainees who have completed training or are in the process of being trained from the inception of the contract through the report date. In the categories (specifically first cycle and multiplier) where numerical goals have been established, a comparison is made between the number of people trained and the goal. This comparison results in a calculation of the number of people remaining to be trained.

Industry Characteristics of Trainees

To monitor the types of industries where training is taking place, four industrial categories were established. In each of these categories, each city established a quota which it will attempt to reach. Quotas were established for first cycle trainees only. As we gain experience, it may be necessary to expand these industrial classifications to reflect programs conducted in insurance companies, banks, public utilities, etc.

In summary, this exhibit reflects data concerning the number of people served by each city project, the type of service rendered and the industries in which training is taking place.

A comparison is made with the results to date and the remaining number of people to be serviced is calculated.

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-1

Operations Control Report

Training Data
Number of Trainees

	NEWARK		BALTIMORE		CLEVELAND		TOTAL	
	A	B	A	B	A	B	A	B
Trainees-Completed								
Trainees-In Progress								
Total								
Contract Goal								
Trainees To Be Trained								

Industry Characteristics of Trainees

	A	B	C	A	B	C	A	B	C	A	B	C
Manufacturing												
Retail & Wholesale												
Health												
Public Agencies												
Services												
Total												

A - First Cycle Trainees - Trainees trained by staff.
B - Multiplier - Trainees trained by client company staff.
C - Quotas.

Schedule A-2 Demographic Data - Trainees

A prime concern of this program is in the area of minority group workers. This display categorizes the number of trainees according to male/female characteristics and into Black, Spanish-speaking and other categories. The purpose of this data display is to determine if minority group workers are being serviced by the program.

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-2

Operations Control Report

Demographic Data-Trainees

	NEWARK		BALTIMORE		CLEVELAND		TOTAL	
	A	C	A	C	A	C	A	C
Male								
Female								
Total								
Black								
Spanish Speaking								
Other								
Total								

(1) Represents total of trainees who have completed training or are in progress.
(2) Represents number of trainees who have completed training only.

A - First Cycle
C - Multiplier

Schedule A-3 - Number of Trainees - Other

This schedule reports on trainees in categories without contractual numerical goals.

Contract No: 82-34-68-19   Skill Achievement Institute   Schedule A-3

Operations Control Report

Training Data

Number of Trainees - Other

	NEWARK	BALTIMORE	CLEVELAND	TOTAL
Trained Trainers				
Trained Supervisors				
Entry-Level Placements				
Other Programs				

Trained Trainers - Client company staff members trained to be trainers.

Trained Supervisors - Client company supervisory staff trained in upgrading program.

Entry-Level Placements - Entry-level positions created/filled via upgrading programs.

Other Programs - Non-upgrading programs.

Schedule A-4 - Cumulative Summary of Training Activities

This schedule gives detailed highlights of various types of training and programs conducted in each type of training.

It is used for first cycle, multiplier and other training programs and contains the following information:

- Organization in which training takes place
- Number of Trainees who started the program
- Number of Trainees who graduated
- Old Job Title
- New Job Title
- Old Salary
- New Salary
- Begin Date of Training
- End Date of Training
- Number of Trained Trainers
- Number of Supervisors

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City ______________________ Date______________

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV

Schedule B-1, B-2, Sales Status

The presentation of numbers of people to be trained has little significance in and of itself without a presentation of data dealing with sales targets and sales activities.

Two tables have been constructed to present sales data. They are:

B-1 Sales Targets - In this table a simple comparison is made between the number of programs needed to be done from the date of the report through the end of the contract and the number of programs that each project has planned to do during the same time frame. The difference represents needs below or in excess of planned program capacity.

The number of programs needed is a calculated amount. In Schedule A-1, the number of people remaining to be trained has been computed. By dividing the number of people to be trained by an assumed class size of ten trainees, the number of programs needed to meet goals can be determined. The number of programs planned from report date to contract end is determined by reference to the program flow charts which each project manager developed during his in-service training.

B-2 Sales Activity Data - To expand the usefulness of the data display in the table dealing with sales targets, sales activity data is displayed. An analysis of sales activity data will help determine if sufficient sales can be made to meet goals.

Sales activity is broken down into three categories. These categories are:

- Organizations in which a sale has been made;
- Organizations with whom negotiations are continuing;
- Organizations in which a sale was not made.

The total number of organizations contacted is displayed. This total may or may not equal the sum of the three sales categories delineated because in some companies more than a single program may be negotiated.

The sold category is broken down into the three areas of:

- Not Started
- In Progress
- Completed

and acts as a summary of program activity to date. The potential-sale category is broken down into the three areas of:

- Possible - initial contact stage
- Probable - concept of HIT training has been sold
- Likely - in negotiation stage of specific program details

Contract No: 82-34-68-19 | Skill Achievement Institute
Operations Control Report | Schedule B-1

Sales Status

Sales Targets

	NEWARK		BALTIMORE		CLEVELAND		TOTAL	
	A	B	A	B	A	B	A	B
No. of Programs Needed								
No. of Programs Planned								
Over/(Under)								
No. of Program Months Remaining								

A - First Cycle
B - Multiplier

Contract No: 82-34-68-19

Schedule B-2

Skill Achievement Institute
Operations Control Report

Sales Status

Sales Activity Data

	NEWARK	BALTIMORE	CLEVELAND	TOTAL
Sales				
Sold				
Not Started				
In Progress				
Completed				
Total Sold				
Potential Sale				
Possible				
Probable				
Likely				
Total Potential Sales				
No Sale				
Total Programs				
Total Companies Contacted				

Difference between total programs and total companies contacted is due to the negotiation for more than a single program in a particular company.

Schedule C - Cost Effectiveness

This display is designed to present cost data in an operational framework. Its purpose is to measure what is being delivered for the cost being expended. The tables are constructed to present numbers (dollars, numbers of programs, number of trainees) and percentages.

Two tables have been designed to monitor costs. These tables are:

Total Program - This table is an overall summary. It lists the budgeted funds, the funds expended and, by subtraction, the funds remaining. The number of trainees in this display are currently limited to first cycle trainees. In this category the goal is listed in terms of the number of trainees who have been trained or are in the process of being trained and, by subtraction, the number to be trained. The amount of funds expended is listed as a calculation between monies used for start-up activities and monies used for actual training costs.

Contract Inception to Date - This table displays cost and training data which covers the time period from contract inception through the report date.

Budgeted costs for this period are compared with expenditures to date both in dollar and percent form. The number of programs planned and accomplished are compared both on an actual count basis and in percentage form. The same approach is followed with the numbers of trainees. It then becomes possible to compare percentage of planned resources expended with the percentage of training goals accomplished.

Contract No: 82-34-68-19

Schedule C

Skill Achievement Institute
Operations Control Report

Cost Effectiveness

Total Program To Date

	NEWARK		BALTIMORE		CLEVELAND		TOTAL	
	Amount	%	Amount	%	Amount	%	Amount	%
Costs								
Budget								
Expended								
Balance								
Start-Up Costs								
Trainees-First Cycle								
Goal								
Completed/In Progress								
Balance								
Contract Inception To Date								
Costs								
Budget								
Expended								
Balance								
Programs								
Planned								
Completed/In Progress								
Balance								
Trainees								
Planned								
Completed/In Progress								
Balance								

Schedule D-1, D-2, D-3 - Program Quality Control

These schedules are designed to provide a quantitatively based quality analysis of training programs. When finalized, these tables will contain approximately 10-15 key aspects of a HIT program which, if evaluated, would enable the reader to make an overall judgment as to the quality of the program. In order to quantify this data, the following simple scale has been developed:

+1 - A program element judged to have to exceeded the standard requirement.

0 - A program element judged to have met the standard.

-1 - A program element judged to have been below the standard.

Each Schedule D is supported by a schedule detailing the program being rated, allowing the reader to identify the individual programs.

ontract No: 82-34-68-19 Schedule D-1

Skill Achievement Institute
Operations Control Report

PROGRAM RATING

NEWARK

PROGRAM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	TOTAL MEAN
ACTOR																
SALARY INCREASE																
JOB TITLE CHANGE																
OTHER STANDARDS																
TRAINING TECHNIQUE																
ENTRY LEVEL																
JOB RESTRUCTURING																
CONTINUED EDUCATION																
RESTRICTIVE PROMOTION CRITERIA																
TOTAL/MEAN																

cale

-1	Below Standard
0	Standard
+1	Above Standard

Contract No: 32-34-68-19 Skill Achievement Institute Schedule D-1a

Operations Control Report

Upgrading Low Skill/Low Wage Workers

City________________ CUMULATIVE SUMMARY OF TRAINING ACTIVITIES Date________________

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	ITS TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV

tract No: 82-34-68-19 Schedule D-2

Skill Achievement Institute
Operations Control Report

PROGRAM RATING
BALTIMORE

PROGRAM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	TOTAL MEAN
TOR																
ALARY NCREASE																
OB TITLE HANGE																
THER TANDARDS																
RAINING ECHNIQUE																
NTRY LEVEL																
OB ESTRUCTURING																
ONTINUED DUCATION																
ESTRICTIVE ROMOTION RITERIA																
TOTAL/MEAN																

ale
-1 Below Standard
0 Standard
+1 Above Standard

Contract No: 82-34-68-19 Skill Achievement Institute Schedule D-2a

Operations Control Report

Upgrading Low Skill/Low Wage Workers

City________________ CUMULATIVE SUMMARY OF TRAINING ACTIVITIES Date________________

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	SUI TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV

ontract No: 82-34-68-19 Schedule D-3

Skill Achievement Institute
Operations Control Report

PROGRAM RATING
CLEVELAND

PROGRAM ACTOR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	TOTAL MEAN
SALARY INCREASE																
JOB TITLE CHANGE																
OTHER STANDARDS																
TRAINING TECHNIQUE																
ENTRY LEVEL																
JOB RESTRUCTURING																
FUTURE PROMOTIONAL OPPORTUNITIES																
CONTINUED EDUCATION																
RESTRICTIVE PROMOTION CRITERIA																
TOTAL/MEAN																

cale

-1	Below Standard
0	Standard
+1	Above Standard

Contract No: 82-34-68-19 Skill Achievement Institute Schedule D-3a

Operations Control Report

Upgrading Low Skill/Low Wage Workers

City________________ CUMULATIVE SUMMARY OF TRAINING ACTIVITIES Date________________

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	SUIC TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV

Schedules E-1, Analytic Activity Schedule - Phase I - Pre-Training Data
E-2, Analytic Activity Schedule - Phase II - Post-Training Data

The analytic study is designed to study changes resulting from HIT programs. The study of changes follows two broad activity paths. These paths are the collection, processing and analysis of data prior to training (Phase I - Pre-Training Data) and the collection, processing and analysis of data after training (Phase II - Post-Training Data).

A schedule has been developed to control activities in each of these broad paths. These schedules list the key activities to be monitored in constraining order. The analytic activity schedules represent the logical flow of activities leading to completion of the study.

Estimates of time required to accomplish an activity were developed. (See column labeled "Work Days.") Using these time estimates, a latest allowable date was calculated for each activity. Columns have been provided for the listing of actual dates and revised projected dates. Actual dates are listed as at the particular report date and revised projections, using the work day column, are made for future activities. A comparison is then made between the latest allowable date and the actual, or revised, projected dates. This comparison results in a calculated slack time. This slack time may be positive slack (completion of activities prior to latest allowable date) or negative slack (completion of activities after latest allowable date). Space is provided for listing the intervening Saturdays and Sundays which may be used to make up any negative slack.

In summary, The Institute has teken the philosophy of PERT and CPM and designed a simplified model which can be used effectively at a minimum cost in time and effort.

Use of Data Displays

Number/Demographic Data - Trainees: Schedules A-1, A-2, A-3, A-4

These data displays are designed to portray information which will allow the reader to determine whether or not project operations are dealing with all the areas delineated in the contract; where numerical goals have been established, to present the progress being made toward achieving these goals; whether or not the projects are emphasizing the private sector; and whether trainees do come from the target population.

Sales Status: Schedule B

This data display is designed to portray data which will enable the reader to project the possibility of achieving numerical goals by displaying what is needed to achieve them and the status of sales activities. As the data base broadens, projections may be made as to the percentage of contacts which result in a sale on an overall basis and on an industry/category basis. This would be useful in determining future program needs for sales effort and also a more realistic estimate of the number of potential trainees in a given industrial mix. When combined with the Program Quality Control Rating, optimum class size judgment may be made. It is possible that the current standard of 10 trainees per class may not be realistic.

In terms of analyzing operations, these displays refine the judgments made from the data display in Schedule A-1. While the number of programs required to meet goals is based on dividing the number of trainees remaining to be trained by an arbitary class size of 10, the data may show that actual average class sizes are larger. An increased class size factor would reduce the number of programs required to achieve goals and therefore result in a judgment that a project has sufficient capacity to meet objectives. A further refinement of this type of data is provided by the sales analysis.

A project may be on time as far as numbers trained, its capacity may be sufficient to do the number of programs required to meet its goals, and yet it may not have sufficient probable and likely sales to support its capacity. In another case, a project may be falling short of sufficient capacity to meet its goals but have enough sales to operate at its level of capacity. This type of data mix can allow judgments to be made as to time schedule progress, likelihood of achieving goals, and where to deploy resources to correct problems. In the two examples given, one case, if looked at only in terms of its accomplishment to date, would be considered a success and yet it might fall short of its goals if the sales picture were not improved. In the second example, while the project would appear not to be meeting its goals, it is operating at full capacity. More important is the possibility here to cross-fertilize the projects. In this case, the salesman who is selling successfully could compare his techniques with the project whose sales effort is lagging.

Cost Effectiveness, Schedule C

This table is designed to allow judgments to be made in response to the following questions:

- What is being accomplished for the dollars being spent?
- Are accomplishments those which were expected for the amount of dollars spent?
- Which project is accomplishing the most for dollars expended?

The definition of accomplishment would be a mix of:

- Numbers of People serviced
- Types of services

- Industries in which services are being provided

- Target population serviced

- Quality of services rendered

and would require the reader to refer to the other data tables, as this table deals only in terms of first cycle trainees. By comparing percentages of resources expended with percentages of goals achieved, a judgment can be made to determine which project is most effective from a cost standpoint.

By comparing the cost effectiveness of the individual programs, cross-fertilization of financial management approaches can be made between projects. As the data base expands it may become possible to develop more realistic expectations of what can be achieved for a given input of resources.

Program Quality Control Rating, Schedules D-1, D-2 and D-3

These tables are designed to quantify the quality of HIT programs. The elements of a program selected to be monitored will be quantified using the scale indicated on the tables and explained earlier. A key use of these tables is to enable the reader to make a judgment about whether or not training programs are being implemented according to design. As the data base expands, individual projects may show significant accomplishments in certain training program aspects. The techniques used in these cases will be cross-fertilized to the other projects. With this constant cross-fertilization, a more effective HIT model can be developed. This method of evaluating and improving HIT is considered more realistic than an attempt to improve HIT in a laboratory type setting.

Analytic Activity Schedule Phase I - Pre-Training Data - Schedule E-1

Analytic Activity Schedule Phase II - Post-Training Data - Schedule E-2

These data displays are designed to compare the actual completion of activities against their pre-determined latest allowable dates and to project the effect on the project's ability to meet the scheduled latest allowable dates of future activities.

This type of data allows management to project problems, if any, and to develop alternate solutions when necessary.

Comparative Data Displays

This section reports data on a month to month comparative basis. The following schedules have been recast to display comparative data:

Schedule A-1 -	Training Data - First Cycle and Multiplier Industry Characteristics
Schedule A-3 -	Training Data - Other
Schedule B-1 -	Sales Status - Sales Targets
Schedule B-2 -	Sales Status - Sales Activity
Schedule C -	Cost Effectiveness
Schedule A-2 -	(Demographic Data) was not recast to display comparative data in that this type of display is not considered material.
Schedule D -	(Program Quality Control) is already shaped in a cumulative mode.
Schedule F-1 -	First Cycle Trainee Implementation Plan
Schedule F-2 -	First Cycle Program Implementation Plan

The comparative displays were designed to report data from the total system and for each of the city projects. These data displays will enable a reader to determine what the past has been, as well as the current picture, and then lead to a judgment of the pace of progress and the development of significant trends.

Contract No: 82-34-68-19

Comparative Schedule A-1

Skill Achievement Institute
Operations Control Report

Training Data
TOTAL SYSTEM

Number of Trainees - First Cycle and Multiplier

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	A	B	A	B	A	B	A	B
Trainees-Completed								
Trainees-In Progress								
Total								
Contract Goal Trainees To Be Trained								

Industry Characteristics of Trainees

	A	B	C	A	B	C	A	B	C	A	B	C
Manufacturing												
Retail & Wholesale												
Health												
Public Agencies												
Services												
Total												

A - First Cycle Trainees - Trainees trained by staff.
B - Multiplier - Trainees trained by client company staff.
C - Quotas.

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule A-3

Training Data
TOTAL SYSTEMS

Number of Trainees - Other

	Feb. 28, '69	Mar. 31, '69	Apr. 30, '69	May 31, '69
Trained Trainers				
Trained Supervisors				
Entry-Level Placements				
Other Programs				

Trained Trainers - Client company staff members trained to be trainers.

Trained Supervisors - Client company supervisory staff trained in upgrading program.

Entry-Level Placements - Entry-level positions created/filled via upgrading programs.

Other Programs - Non-upgrading programs.

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule B-1

Sales Status
TOTAL SYSTEM

Sales Targets

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	A	B	A	B	A	B	A	B
No. of Programs Needed								
No. of Programs Planned								
Over/(Under)								
No. of Program Months Remaining								

A - First Cycle
B - Multiplier

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule B-2

Sales Status
TOTAL SYSTEM
Sales Activity Data

	Feb. 28, 1969	March 31, 1969	April 30, 1969	May 31, 1969
Sales				
Sold				
Not Started				
In Progress				
Completed				
Total Sold				
Potential Sale				
Possible				
Probable				
Likely				
Total Potential Sales				
No Sale				
Total Programs				
Total Companies Contacted				

Difference between total programs and total companies contacted is due to the negotiation for more than a single program in a particular company.

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule C

Cost Effectiveness
TOTAL SYSTEM
Total Programs

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	Amount	%	Amount	%	Amount	%	Amount	%
Costs								
Budget								
Expended								
Balance								
Start-Up Costs								
Trainees-First Cycle								
Goal								
Completed/In Progress								
Balance								
Contract Inception To Date								
Costs								
Budget								
Expended								
Balance								
Programs								
Planned								
Completed/In Progress								
Balance								
Trainees								
Planned								
Completed/In Progress								
Balance								

Contract No: 82-34-68-19 | Skill Achievement Institute
Operations Control Report | Comparative Schedule A-1

Training Data

NEWARK

Number of Trainees - First Cycle and Multiplier

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	A	B	A	B	A	B	A	B
Trainees-Completed								
Trainees-In Progress								
Total								
Contract Goal Trainees To Be Trained								

Industry Characteristics of Trainees

	A	B	C	A	B	C	A	B	C	A	B	C
Manufacturing												
Retail & Wholesale												
Health												
Public Agencies												
Services												
Total												

A - First Cycle Trainees - Trainees trained by staff.
B - Multiplier - Trainees trained by client company staff.
C - Quotas.

Contract No: 82-34-68-19

Comparative Schedule A-3

Skill Achievement Institute
Operations Control Report

Training Data

NEWARK

Number of Trainees - Other

	Feb. 28, 1969	March 31, 1969	April 30, 1969	May 31, 1969
Trained Trainers				
Trained Supervisors				
Entry-Level Placements				
Other Programs				

Trained Trainers - Client company staff members trained to be trainers.

Trained Supervisors - Client company supervisory staff trained in upgrading programs.

Entry-level Placements - Entry-level positions created/filled via upgrading programs.

Other Programs - Non-upgrading programs.

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule B-1

Sales Status
NEWARK

Sales Targets

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	A	B	A	B	A	B	A	B
No. of Programs Needed								
No. of Programs Planned								
Over/(Under)								
No. of Program Months Remaining								

A - First Cycle
B - Multiplier

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule B-2

Sales Status

NEWARK

Sales Activity Data

	Feb. 28, 1969	March 31, 1969	April 30, 1969	May 31, 1969
Sales				
Sold				
Not Started				
In Progress				
Completed				
Total Sold				
Potential Sale				
Possible				
Probable				
Likely				
Total Potential Sales				
No Sale				
Total Programs				
Total Companies Contacted				

Difference between total programs and total companies contacted is due to the negotiation for more than a single program in a particular company.

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule C

Cost Effectiveness

NEWARK

Total Programs

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	Amount	%	Amount	%	Amount	%	Amount	%
Costs								
Budget								
Expended								
Balance								
Start-Up Costs								
Trainees-First Cycle								
Goal								
Completed/In Progress								
Balance								

Contract Inception To Date

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	Amount	%	Amount	%	Amount	%	Amount	%
Costs								
Budget								
Expended								
Balance								
Programs								
Planned								
Completed/In Progress								
Balance								
Trainees								
Planned								
Completed/In Progress								
Balance								

Contract No: 82-34-68-19 Skill Achievement Institute Comparative Schedule A-1

Operations Control Report

Training Data

BALTIMORE

Number of Trainees - First Cycle and Multiplier

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	A	B	A	B	A	B	A	B
Trainees-Completed								
Trainees-In Progress								
Total								
Contract Goal								
Trainees To Be Trained								

Industry Characteristics of Trainees

	A	B	C	A	B	C	A	B	C	A	B	C
Manufacturing												
Retail & Wholesale												
Health												
Public Agencies												
Services												
Total												

A - First Cycle Trainees - Trainees trained by staff.
B - Multiplier - Trainees trained by client company staff.
C - Quotas.

Contract No: 82-34-68-19

Comparative Schedule A-3

Skill Achievement Institute
Operations Control Report

Training Data

BALTIMORE

Number of Trainees - Other

	Feb. 28, 1969	March 31, 1969	April 30, 1969	May 31, 1969
Trained Trainers				
Trained Supervisors				
Entry-Level Placements				
Other Programs				

Trained Trainers - Client company staff members trained to be trainers.

Trained Supervisors - Client company supervisory staff trained in upgrading programs.

Entry-level Placements - Entry-level positions created/filled via upgrading programs.

Other Programs - Non-upgrading programs.

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule B-1

Sales Status

BALTIMORE

Sales Targets

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	A	B	A	B	A	B	A	B
No. of Programs Needed								
No. of Programs Planned								
Over/(Under)								
No. of Program Month Remaining								

A - First Cycle
B - Multiplier

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule B-2

Sales Status

BALTIMORE

Sales Activity Data

	Feb. 28, 1969	March 31, 1969	April 30, 1969	May 31, 1969
Sales				
Sold				
Not Started				
In Progress				
Completed				
Total Sold				
Potential Sale				
Possible				
Probable				
Likely				
Total Potential Sales				
No Sale				
Total Programs				
Total Companies Contacted				

Difference between total programs and total companies contacted is due to the negotiation for more than a single program in a particular company.

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule C

Cost Effectiveness

BALTIMORE

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	Amount	%	Amount	%	Amount	%	Amount	%
Costs								
Budget								
Expended								
Balance								
Start-Up Costs								
Trainees-First Cycle								
Goal								
Completed/In Progress								
Balance								

Contract Inception To Date

Costs								
Budget								
Expended								
Balance								
Programs								
Planned								
Completed/In Progress								
Balance								
Trainees								
Planned								
Completed/In Progress								
Balance								

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Sechedule A-1

Training Data

CLEVELAND

Number of Trainees - First Cycle and Multiplier

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	A	B	A	B	A	B	A	B
Trainees-Completed								
Trainees-In Progress								
Total								
Contract Goal								
Trainees To Be Trained								

Industry Characteristics of Trainees

	A	B	C	A	B	C	A	B	C	A	B	C
Manufacturing												
Retail & Wholesale												
Health												
Public Agencies												
Services												
Total												

A - First Cycle Trainees - Trainees trained by staff.
B - Multiplier - Trainees trained by client company staff.
C - Quotas.

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule A-3

Training Data

CLEVELAND

Number of Trainees - Other

	Feb. 28, 1969	March 31, 1969	April 30, 1969	May 31, 1969
Trained Trainers				
Trained Supervisors				
Entry-Level Placements				
Other Programs				

Trained Trainers - Client company staff members trained to be trainers.

Trained Supervisors - Clent company supervisory staff trained in upgrading programs.

Entry-level Placements - Entry-level positions created/filled via upgrading programs.

Other Programs - Non-upgrading programs.

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule B-1

Sales Status

CLEVELAND

Sales Targets

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	A	B	A	B	A	B	A	B
No. of Programs Needed								
No. of Programs Planned								
Over/(Under)								
No. of Program Months Remaining								

A - First Cycle
B - Multiplier

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule B-2

Sales Status

CLEVELAND

Sales Activity Data

	Feb. 28, 1969	March 31, 1969	April 30, 1969	May 31, 1969
Sales				
Sold				
Not Started				
In Progress				
Completed				
Total Sold				
Potential Sale				
Possible				
Probable				
Likely				
Total Potential Sales				
No Sale				
Total Programs				
Total Companies Contacted				

Difference between total programs and total companies contacted is due to the negotiation for more than a single program in a particular company.

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule C

Cost Effectiveness

CLEVELAND
Total Programs

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	Amount	%	Amount	%	Amount	%	Amount	%
Costs								
Budget								
Expended								
Balance								
Start-Up Costs								
Trainees-First Cycle								
Goal								
Completed/In Progress								
Balance								

Contract Inception To Date

	Feb. 28, 1969		March 31, 1969		April 30, 1969		May 31, 1969	
	Amount	%	Amount	%	Amount	%	Amount	%
Costs								
Budget								
Expended								
Balance								
Programs								
Planned								
Completed/In Progress								
Balance								
Trainees								
Planned								
Completed/In Progress								
Balance								

Contract No: 82-34-68-19 Skill Achievement Institute Comparative Schedule F-1
Operations Control Report

First Cycle Trainee Implementation Plan

MONTH	NEWARK			BALTIMORE			CLEVELAND			TOTAL		
	C	A	Over (Under)	C	A	Over (Under)	C	A	Over (Under)	C	A	Over (Under)
December, 1968												
January, 1969												
February												
March												
April												
May												
June												
July												
August												
September												
October												
November												
December												
Total												
To Date												
Remainder												

C - Quota
A - First Cycle Actuals

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Comparative Schedule F-2

First Cycle Program Implementation Plan

MONTH	NEWARK			BALTIMORE			CLEVELAND			TOTAL		
	C	A	Over (Under)	C	A	Over (Under)	C	A	Over (Under)	C	A	Over (Under)
December, 1968												
January, 1969												
February												
March												
April												
May												
June												
July												
August												
September												
October												
November												
December												
Total												
To Date												
Remainder												

C - Quota
A - First Cycle Actuals

APPENDIX B

APPENDIX B

STATEMENT OF WORK

The Contractor, Skill Achievement Institute (hereafter called The Institute), shall carry out its work in accordance with the contractor plan found in the Proposal submitted herewith to the United States Department of Labor, Manpower Administration.

The Institute, in consultation with the Manpower Administration, will function as manager for a three-city training and upgrading program and will furnish the necessary qualified personnel, services and materials over an eighteen (18) month period to accomplish the work itemized below:

a) Conduct an Experimental and Demonstration technical assistance program for three training and upgrading organizations.

b) Select three Eastern cities for program implementation from among the following seven cities: Newark, New Jersey; Boston, Massachusetts; Philadelphia, Pennsylvania; Baltimore, Maryland; Cleveland, Ohio; Pittsburgh, Pennsylvania; and Syracuse, New York.

c) Select existing organizations or institutions (or combinations thereof) to function as the training organization in two of the three cities; establish a new non-profit organization with its own Board of Directors in the third city.

d) Provide each of the local organizations with (1) Management Support Services, (2) Training Support Services, (3) Analytic Support Services, (4) Reporting and Evaluation Services, and (5) Technical Support Services. Provide professional and technical expertise in such areas as overall management, program development, analytic design, in-service training and project evaluation.

e) Conduct a minimum of seven (7) ongoing in-service training courses for the staffs of local projects. Course titles will include:

    1) Management Development and Marketing Techniques for Project Directors

    2) Management Development and Marketing Techniques for Staff Personnel

    3) Training and Upgrading Methodology and Concepts for Project and Training Directors and Training Staff

    4) Design of Measurement and Data Collection Procedures for Project Directors, Training Directors, Staff of Analysts, and Field Interviewers

    5) Field Interviewing Techniques

    6) Report Writing and Documentation

    7) Reporting and Evaluation Procedures

f) Provide the design in order to determine some of the short-term and long-term effects of upgrading training on low-skilled employees and the organizations in which they work. Data will be obtained through standardized collection instruments from each of the three cities. Processing, analysis and write-up will be performed on the local level and then submitted to The Institute for comparative analysis and write-up.

g) Provide qualitative and quantitative measurement and analysis to each project on a periodic basis.

h) Provide fiscal and budgetary guidance and control, including analysis of cost experience.

i) Establish a centralized documentation and information retrieval system.

j) Submit six status reports to the Manpower Administration during the first six months of operation followed by six bi-monthly reports during the following six month period. Thereafter, quarterly progress reports on each city project will be submitted. Each city will be responsible for a final report. The Institute will prepare a comparison and evaluation of each operation and submit a final report.

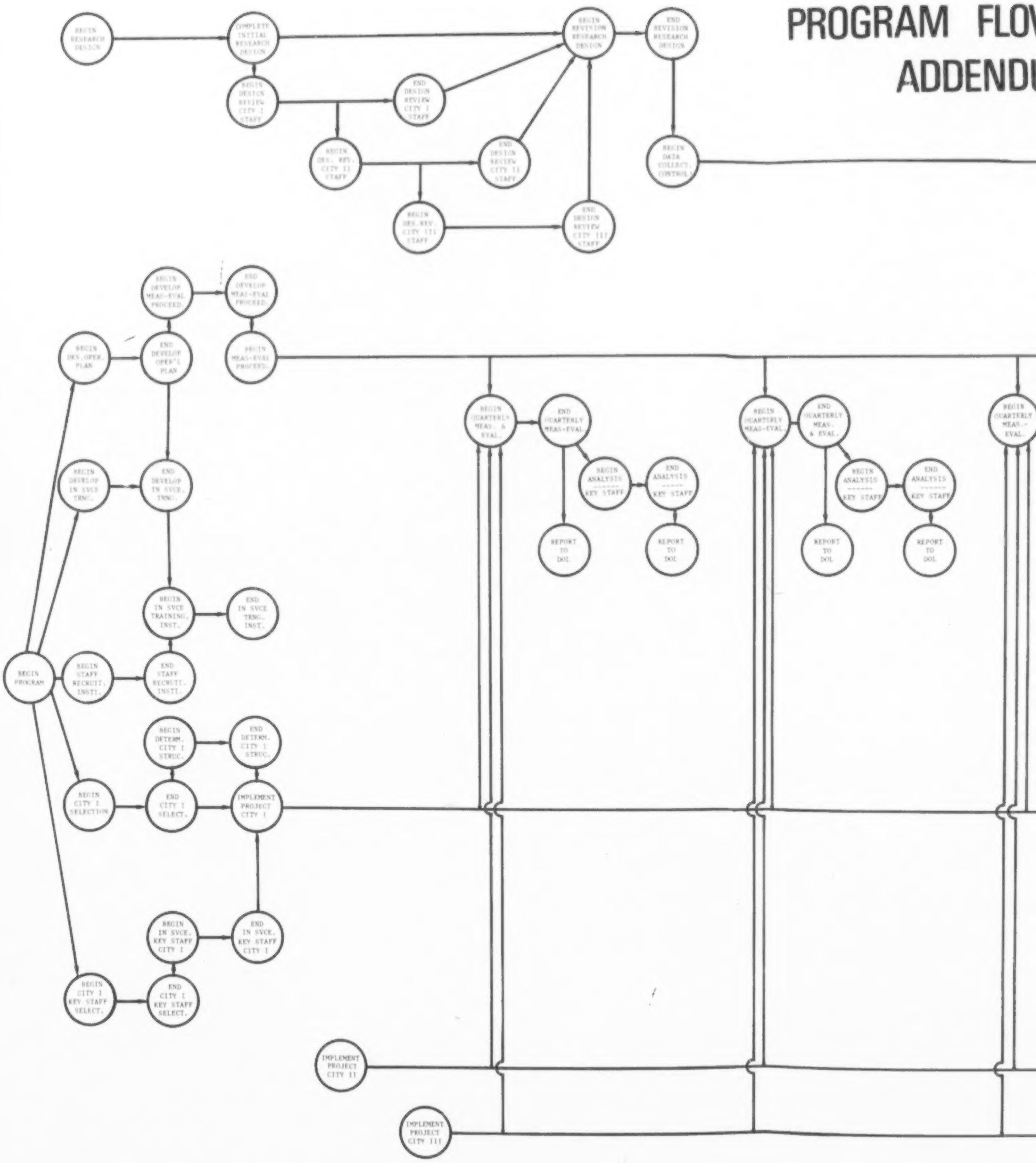
k) Proceed with the following working time table for inception of operations:

Entity	Approximate Date Operation Begins
The Institute	February 1, 1968
First City	April 1, 1968
Second City	May 1, 1968
Third City	June 1, 1968

l) Familiarize public and private organizations in the manpower field with the concepts and experiences of The Institute and the local projects.

APPENDIX C

PROGRAM FLO
ADDEND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REPORT TO DOL
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END QUARTERLY MEAS. & EVAL.
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END ANALYSIS ------ KEY STAFF
REPORT TO DOL
REPORT TO DOL
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END DETERM. CITY I STRUC.
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END IN SVCE. KEY STAFF CITY I
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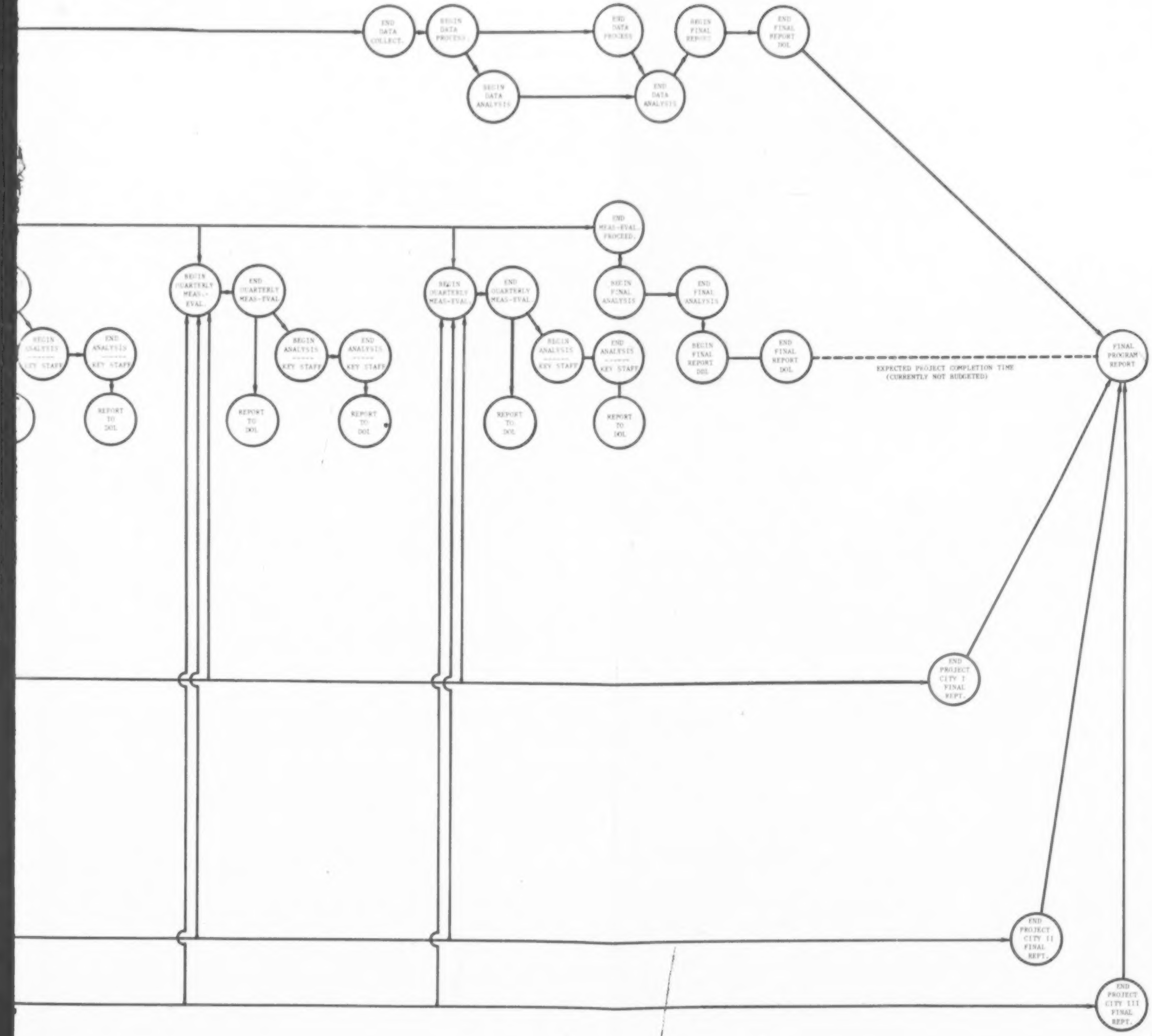
IMPLEMENT PROJECT CITY III

OGRAM FLOW NETWORK
ADDENDUM I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REPORT TO DOL
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END QUARTERLY MEAS-EVAL.
BEGIN ANALYSIS ------ KEY STAFF
END ANALYSIS ------ KEY STAFF
REPORT TO DOL
REPORT TO DOL
BEGIN FINAL ANALYSIS
END FINAL ANALYSIS
BEGIN FINAL REPORT DOL
END FINAL REPORT DOL
EXPECTED PROJECT COMPLETION TIME (CURRENTLY NOT BUDGETED)
FINAL PROGRAM REPORT
END PROJECT CITY I FINAL REPT.
END PROJECT CITY II FINAL REPT.
END PROJECT CITY III FINAL REPT.

APPENDIX D

APPENDIX D

DEVELOPMENT OF THE EXECUTIVE GROUP

While the objectives and activities of the Institute did not change during the life of the program, the actual implementation of the program as discussed in Chapter III did have an effect on organizational structure.

The Institute has adopted, as one of its underlying principles, the concept that it lives in a "temporary society." This is interpreted by the Institute to mean that it must always remain flexible as an organization, able to adjust to changing situations.

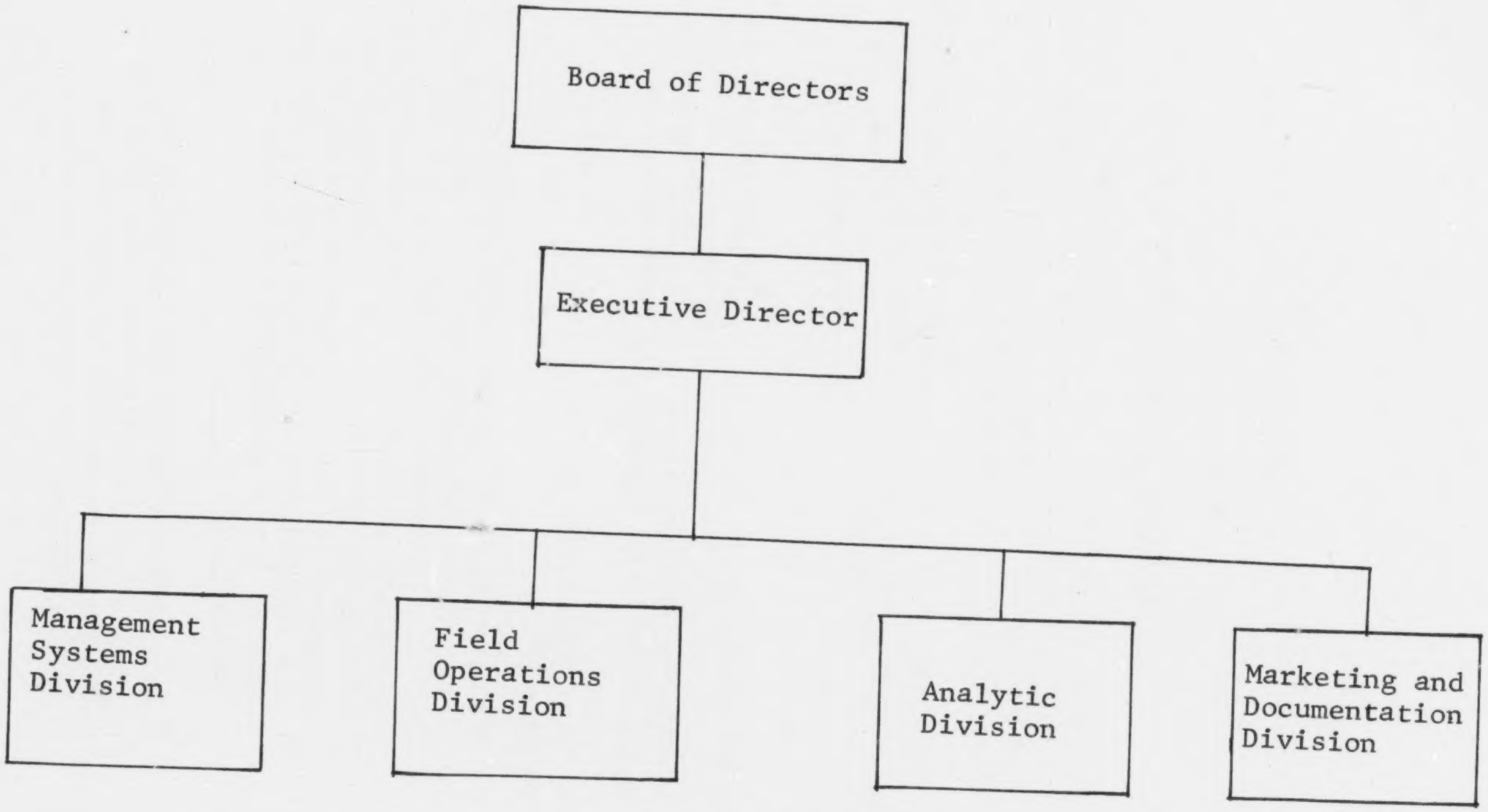
The following table of organizations displays the current structure of the Institute as it adapted to the problems described in Chapter III and to a changing workload as the program progressed through its various phases.

The structural changes reflected in this Table of Organization are:

- Elimination of the position of Director of Operations resulting from the resignation of the incumbent. The ability of the Institute to function effectively without this position due to the reassignment of responsibilities to other divisions and the institution of formal control systems such as the Operations Control Report (Appendix A).
- The elimination of the Reporting and Evaluation Division resulting from the inability to recruit an adequate replacement for the original director.

SKILL ACHIEVEMENT INSTITUTE

Current Table of Organization


Board of Directors
Executive Director
Management Systems Division
Field Operations Division
Analytic Division
Marketing and Documentation Division

Reporting responsibilities were assigned to the Management Systems Division, while evaluation responsibilities were assigned to the appropriate remaining divisions.

- The change from the Marketing and Advance Operations Division to the Marketing and Documentation Division, reflecting the phase out of advance operations activities and the corresponding build up of documentation activities.

APPENDIX E

APPENDIX E

JOB DESCRIPTIONS

Project Director

a) Summary

The Project Director has overall responsibility for the planning, staffing, coordination and administration of the Project programs, personnel, and finances. He guides day-to-day operations of the Project in accordance with the overall objectives of the Operations Committee. Maintains liaison between Project and the Board of Directors. Should be innovative and contribute to the body of knowledge in the manpower field.

b) Responsibilities

Provides the leadership of the Project and encourages the staff to contribute ideas so that the concepts may be made even more effective.

1) Plans, coordinates, and administers the Project programs, personnel, and finances in accordance with the objectives and guidelines of the Operations Committee.

2) Oversees all programming activities; provides technical guidance to personnel in these tasks.

3) Keeps the Board of Directors continually informed as to the progress of the Project and solicits its opinions and viewpoints on community affairs.

4) Represents the Project before public, private and official agencies.

5) Maintains liaison with industry, labor, trade associations, educational institutions, city, state, and federal officials, and others representing the manpower program.

6) Has responsibility for developing a comprehensive marketing plan and aids in the selling of programs.

7) Provides periodic status reports to The Institute in accordance with prescribed reporting and documenting procedures.

c) Qualifications

Working knowledge of the manpower field. Must have five to ten years of experience in the public sector, industrial and/or educational areas.

Should be experienced in the areas of manpower training and research and have both managerial and creative abilities.

Have some knowledge of government contractual procedures, of fiscal and business administration and community relations.

His previous experience should demonstrate a sensitivity to the problems of disadvantaged citizens.

An advanced degree in the behavioral or social sciences is desirable.

Director of Training

a) Summary

The Director of Training has the overall responsibility for the sale, design and implementation of all training programs. This includes planning, coordination and administration of the department's programs and personnel. He reports directly to the Project Director.

b) Responsibilities

1) Assists the Project Director in any way that the Director deems necessary to carry out the objectives of the program.

2) Works closely with The Institute through its Field Advisor and Senior Manpower Specialist in all aspects of training and upgrading low-skill, low-wage workers.

3) Plans, coordinates, schedules, supervises and evaluates the implementation of all training programs; is responsible for the financial resources and personnel assigned to the training department.

4) Supervises and/or assists in the preparation of all training curricula. Where necessary, after consulting the liaison personnel, may supplement and adjust Institute curricula to meet local needs.

5) Supervises in-service and special training seminars, conferences and programs related to the objectives of the Project. Where required, after consulting with The Institute, is responsible for supplementing the In-Service training program with curriculum components designed to meet specific Project needs.

6) At the request of the Project Director, acts as liaison between the Project and outside public and private sector organizations, including the manpower agencies.

7) Identifies and assembles outside resources to be utilized in the fulfillment of Project objectives.

8) Supervises and/or assists in the preparation of reports on all training activities.

9) Keeps Project Director informed on a regular basis as to the activities, problems and accomplishments of the training unit.

10) Serves as member of the Marketing Task Force and at the discretion of the Project Director, aids in the selling of programs.

c) Qualifications

Special training and experience in the areas of manpower development (including remedial and work training), community and human relations, and other Project operations. Applied experience in curricula and program development.

Sound basic knowledge of learning, motivation and human behavior theory.

Considerable business and administration experience. Demonstrated ability to supervise employees.

Report and proposal writing experience.

Ability to perform all the duties of the training staff.

Sensitivity to the problems of the disadvantaged.

Combination work experiences in industry and the social fields.

College degree preferred or equivalent.

Controller

a) Summary

Reports to the Project Director and is responsible for all phases of financial and operational management of the organization. His duties include office management, procurement and supervision of non-professional personnel.

b) Responsibilities

1) Cooperates with the Operations Committee and the Senior Financial Advisor of The Institute in establishing and implementing a financial management and control system.

2) Is responsible for complete financial management of the Project, including general accounting procedures adhering to stipulated systems of internal controls, budgeting and reporting.

3) Keeps abreast of all technical aspects of the Project. Prepares monthly status reports for the participating agencies and other periodic reports for internal use.

4) Oversees office staff and supervises secretarial pool.

5) Acts as personnel administrator in matters pertaining to payroll, attendance, fringe benefits, and vacation records.

6) Handles and distributes all petty cash disbursements for Project personnel.

7) Advises the Project Director, on a scheduled basis, of the financial status of the Project.

c) Qualifications

Experience in management, budget administration, cost analysis and financial planning.

BBA with accounting major (CPA or MBA preferred) and a minimum of four (4) years experience in government and/or public accounting.

Director of Marketing

a) Summary

The Marketing Director is responsible for the entire direction and the coordination of marketing training programs to industries and institutions. This includes planning, selecting, selling, coordinating and utilizing resources and personnel to implement the marketing plan in conjunction with the Executive Staff. The Marketing Director is directly responsible to the Project Director.

b) Responsibilities

1) Coordinates all activities relating to marketing programs.
2) Develops marketing plan to implement with tools, materials and techniques for effectively meeting the goals and purposes of the Project.
3) As directed by the Project Director, establishes contact with and obtains commitments from management (new job titles, increases in salary for trainees, facilities, cooperation of plant personnel, etc.) in exchange for the Project's services.
4) Assures that all the criteria established by The Institute are met by management before training agreements are finalized and formally signed.
5) Maintains routine contacts and works with training staff to assure the development of a well-integrated package that meets the needs of the Project.
6) Is responsible to the Project Director; submits regular reports on activities and progress, as directed.
7) Serves as Chairman of the Sales Task Force.

c) Qualifications

Business experience in areas such as sales, job development, industrial and labor relations, anti-poverty operations, community relations, public relations, program development and/or management.

An advanced degree in a relevant discipline is desirable; however, sufficient experience in the above areas can be considered as equivalent.

Demonstrated supervisory and management ability.

An awareness and understanding of management, labor, minority groups and the problems and needs of the low-skill, low-wage worker.

Ability to communicate effectively with the public.

Associate Analyst
(Director of Analytic Division)

a) Summary

The Associate Analyst is responsible for administering the local analytic program under the continuing guidance and control of the Analytic Division of The Institute. He reports directly to the Project Director and works in conjunction with the Training Director and the Trainers.

b) Responsibilities

1) Works closely with The Institute through the Project Director in implementing the analytic design prepared by The Institute.

2) Interviews applicants for Assistant Analyst, Analytic Secretary, Temporary Coders/Data Collectors, and recommends appointments to the Project Director.

3) Supervises total analytic staff.

4) Participates in In-Service Training at The Institute to become familiar with the goals, approaches, techniques and orientation of The Institute and its Analytic Program, and receives instruction in the training of Data Collectors.

5) Prepares status reports and a final report with the assistance of the Senior Project Consultant for submission to The Institute.

6) Participates in one training program as an Assistant Trainer in order to become thoroughly familiar with the total HIT approach.

7) Engages in data collection and supervises the other members of the staff in data collection, data preparation and data processing, using the methods specified in the design, and selects samples which meet with the design specifications.

8) Detects problems that may arise in the collection and processing of data and transmits these promptly to The Institute with alternative solutions, if possible.

9) Conducts an In-Service Training Program for the Analytic staff instructing them on all phases of the Analytic Program.

10) At the discretion of the Project Director, serves as a member of the Sales Task Force and assists in selling HIT Programs.

c) Qualifications

Two to five years experience in applied or academic analytic investigations, or equivalent, with a demonstrated ability to handle all phases of analysis. Skill in handling qualitative and quantitative data, including knowledge of Statistical techniques and the methods employed in analytic investigation which involve the interviewing of subjects. Should also have some knowledge of computer processing and some supervisory experience.

A degree in one of the behavioral sciences, or its equivalent, is essential.

Assistant Analyst

a) Summary

The Assistant Analyst is responsible for assisting the Associate Analyst in data collection and data preparation. He reports directly to the Associate Analyst and will assume supervisory assignments received from him.

b) Responsibilities

1) Works closely with the Associate Analyst in the data collection and data preparation of the Analytic Program.

2) Assumes supervisory responsibilities given to him by the Associate Analyst in data collection and data preparation.

c) Qualifications

An Associate Degree in social science or its equivalent in training or experience is necessary. Ability to coordinate and supervise others is also essential. An ability to understand action-oriented analytic activities is important.

Trainer

a) Summary

The Trainer assists the Marketing Director in obtaining employer and union cooperation for the establishment of High Intensity Training Programs. He plans and implements upgrading training programs for industry. He reports directly to the Director of Training.

b) Responsibilities

1) Assists the Marketing Director in obtaining the cooperation of management, unions, trade associations and other necessary groups for the purpose of establishing in-plant High Intensity Training Programs.

2) Analyzes within the plant, target jobs to which trainees are to be upgraded.

3) Seeks the cooperation of supervisors and skilled employees within the organizations to be served in the preparation of curriculum for the upgrading program.

4) Develops curriculum for the new program, which will follow innovation features of High Intensity Training rather than the traditional methods of instruction.

5) Develops daily schedule for training program.

6) Selects plant employees skilled in those work operations being taught to trainees as consultants and course instructors, as needed.

7) Selects on-site facilities to be used; coordinates training so that classroom, demonstration and on-the-job training can be carried on without scheduling problems.

8) Interviews prospective trainees and assists in the selection of those who could successfully complete the training program; reviews prospective trainees' work history for supplementary information.

9) Oversees, coordinates and directs training programs on daily basis.

10) Conducts all sessions devoted to trainee motivation and self-development.

11) Encourages full participation in the program by trainees; solicits support of management, supervisors, and labor.

12) Meets with trainees, supervisors, and management to discuss their interrelationships and problems that might arise as a result of the program.

13) Evaluates all aspects of the training program on a regular basis.

14) Secures and records information necessary for The Institute's evaluation.

15) Makes follow-up contacts after completion of training program as required.

16) Furnishes Training Director with all reports, data and monographs, as requested.

17) At the discretion of the Training Director, serves as a member of the Sales Task Force and assists in the selling of programs.

c) Qualifications

Experience in small and/or large organizations focusing on skill training and/or supervisory training or other areas of demonstrated experience in training.

An understanding of learning and motivation theory and how these basic concepts can be applied to the planning, developing and implementing of training programs. Awareness of new techniques and materials.

Demonstrated ability to conceptualize and present ideas clearly.

A demonstrated sensitivity toward workers and minority groups.

A degree in the behavioral sciences, or in the communications field would be helpful.

High degree of flexibility and ability to work with a variety of groups at many levels.

Assistant Trainer

a) Summary

The Assistant Trainer is responsible for assisting the Trainers in functions that the Trainers feel would be mutually beneficial to the program and the Assistant Trainer's learning experiences. Reports directly to the Director of Training.

b) Responsibilities

1) Assists Trainers in gathering information and developing curriculum materials.

2) Assists with preparing, assembling and distributing curriculum materials; acts as liaison between Trainers and Project production staff for controlling curriculum production flow and meeting assigned deadlines.

3) Performs field research assignments given by the Trainers.

4) Makes arrangements for and follows up on materials, equipment, etc., to be used in class and training situations.

5) Observes and plays an active role in training programs.

6) Familiarizes himself with the trainees, their backgrounds, personalities, traits; as directed by Trainers, assists trainees during their classroom and/or training situations in any way requested.

7) Gives presentations to class when assigned by Trainers.

8) Assists Trainers in preparing and following through on the production of weekly reports.

9) At the discretion of the Training Director, serves as a member of the Sales Task Force and assists in the selling of programs.

c) Qualifications

Demonstrated ability to conceptualize clearly; can express thoughts well, both verbally and in writing.

Has demonstrated a sensitivity toward workers and problems of low-skilled members of minority groups.

Displays an understanding of learning and motivation theory and how these concepts can be applied to planning, developing and implementing training programs.

A degree (preferably in education or social sciences) and/ or equivalent experiences in job training in private industry or federally sponsored anti-poverty programs.

APPENDIX F

APPENDIX F

In-Service Training

First Day

TIME	ACTIVITY	PARTICIPANTS
9:00 - 9:15	Welcome: Conference Objectives	All Conference Participants
9:15 - 9:30	Review of Three-Day Agenda	All Conference Participants
9:30 - 10:15	Three-City Progress Report	All Conference Participants
10:30 - 10:45	Institute's Progress Report	All Conference Participants
10:45 - 11:00	Future Projections: Overview	All Conference Participants
11:00 - 12:30	Training Forms Workshop	City Projects' Representatives
11:00 - 12:30	Marketing Workshop	Marketing Directors
11:00 - 12:30	Research Workshop	Research Groups
11:00 - 12:30	Common Managerial Problems Workshop	Project Directors
11:00 - 12:30	Common Fiscal Problems Workshop	Controllers

TIME	ACTIVITY	PARTICIPANTS
11:00 - 12:30	Training Techniques Workshop	Training Staffs
1:30 - 5:30	Altering Negative Behavior and Supervisory Development Workshop	Training Staffs
1:30 - 3:00	Common Fiscal Problems Workshop	Controllers
1:30 - 3:00	Quality Control Workshop	Project Directors
3:00 - 5:30	Evaluation Workshop	Project Directors
1:30 - 5:30	Research Workshop	Research Staffs
1:30 - 5:30	Marketing Workshop	Marketing Directors
8:30 - 11:00	Sharing Project Experience	Training Staffs (add'l mtgs. if necessary)
8:30 - 11:00	Management System Presentation	Project Directors
	Second Day	
8:30 - 9:00	Community Leadership Development: Overview	All Conference Participants
9:00 - 12:30	Research Workshop	Research Staffs
9:00 - 12:30	New Concepts Workshop	Project Directors, Controllers
9:00 - 10:30	Community Leadership Development Workshop	Marketing Drs., Training Staffs, Exec. Secretaries

TIME	ACTIVITY	PARTICIPANTS
10:30 - 12:30	Interaction with Supervisors Workshop	Training Staffs, Executive Secretaries
1:30 - 5:30	Training Techniques Workshop	Training Staffs, Marketing Drs., Controllers (1:30 - 4:30)
1:30 - 4:30	Research Workshop	Research Staffs
1:30 - 4:30	Future Directions Workshop	Project Directors
4:30 - 5:30	Research Workshop	Research Staffs
4:30 - 5:30	Cost Benefit Analysis	Project Directors, Controllers
8:00 - 10:00	Informal Discussion	All Conference Participants
	Third Day	
8:30 - 12:00	Management Game: Decision-Making & Human Relations	All Conference Participants
9:00 - 12:00	Project Orientation and Case Studies	Guests
2:00 - 3:00	Project Directors' Informal Meeting Question & Answer Session	Project Directors
2:00 - 4:00	Informal Gathering	All Conference Participants

In-Service Training
Project Training Staff

Participants:	Projects' Training Staffs, Institute's Teaching Team
Time:	Eleven Days
First Day	
Session I	Introduction
Session II	Orientation
Session III	Evaluation of In-Service Training Program
Second Day	
Session I	Job Training in the USA: An Overview
Session II	HIT: An Overview
Session III	Local City: Social and Business Climate
Third Day	
Session I	HIT: The Package
Session II	Organizational Behavior
Fourth Day	
All-Day session	HIT: Marketing and In-Plant Activities
Fifth Day	
Morning Session	Research
Seventh Day	
Session I	HIT Analysis
Session II	Curriculum Development and Writing
Eighth Day	
Session I	HIT Analysis
Session II	Curriculum Development and Writing
Ninth Day	
Session I	HIT Curricula: The Constants
Session II	In-Plant Selection of Trainees and Company Trainer
Session III	Training Methodology

Eigth Day
Topic: Marketing HIT: Overview

Ninth Day
Topic: I Analytic Overview
II Briefing on In-City Activities

Note: At the end of this cycle, the project staffs returned to their respective cities for ten days. At the end of that period, they met at The Institute for the second cycle.

In-Service Training
Project Managers
Cycle II

First Day
Participants: Project Staffs
Topics: In-City Activities: Debriefing

Second Day
Participants: Project Directors and Controllers
Topic: Project Management

Third Day
I Participants: Controllers
Topic: In-Depth Fiscal Policies and Practices

II Participants: Associate Analysts
Topic: In-Depth Analytic Policies and Practices

III Participants: Program Developers
Topic: In-Depth Marketing Policies and Practices

Fourth Day
I Participants Project Directors, Controllers, Training Directors
Topic: Project Management

Fourth Day

I Participants: Project Directors, Controllers, Training Directors
Topic: Project Management

II Participants: Associate Analysts
Topic: In-Depth Analytic

III Participants: Program Directors
Topic: In-Depth Marketing Policies and Practices

IV Participants: Controllers
Topics: In-Depth Fiscal Policies and Practices

Fifth Day

Participants: Project Staffs
Topic: In-Depth Study of Reporting and Evaluation

Sixth Day

Participants: Project Staffs
Topics: Concluding Meeting

Tenth Day

Session I Using Visual Aids and Training Equipment
Session II Reporting
Session III Teaching Laboratory

Eleventh Day

Session I Field Visit
Session II Closing Meeting

In-Service Training
Project Managers
Cycle I

First Day

Participants: Project Directors
Topic: Project Directors'Briefing

Second Day

Participants: Project Staffs
Topics:
I Orientation
II Preliminary Evaluation Lecture

Note: Project's staffs participated in all further sessions unless otherwise noted.

Third Day

Topics:
I Racial Problems: An Overview
II HIT: An Overview
III Local Overview: Business and Community

Fourth Day

Topic: HIT Package

Fifth Day:

Topic: Project Management

Sixth Day

Topic: Reading Assignments

Seventh Day

Topic: Field Trip

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Project Advance: Breaking the Barriers of Occupational Isolation: A Report on Upgrading the Low-Skill, Low-Wage Workers. 1966.

A report on an upgrading feasibility study in the New York City area. It describes in detail the possibilities for introducing programs designed for upgrading the underemployed workers in five industries (hospitals, plastics, restaurants, electrical components, and retail groceries). The workers, their working environment, and specific training programs are discussed. This comprehensive work also includes a High Intensity Training model, field experiences and research finding. An accompanying summary volume, An Overview, relates the highlights of the project.

Project Advance: A Proposal for Upgrading Low-Wage, Low-Skill Employees in Small Organizations. 1966.

This volume discusses the roots of the problem of the underemployed worker, the objectives of the proposed program and its research study. A detailed account of selection of industries and of the training methods to be used in upgrading the underemployed are also included.

Phase II Project Extension: A Proposal for Upgrading Low-Skill, Low-Wage Employees. 1967.

This proposal describes the planned second year of operations of training low-skill workers for better jobs. It includes plans for English language proficiency training, for training company trainers to conduct upgrading programs and for in-service training of the project's personnel. Also included is a detailed description of the developing concepts of High Intensity Training.

Upgrading the Low-Wage Worker: An Ergonomic Approach. 1967.

On September 1, 1966, Skill Advancement Incorporated contracted with the Office of Manpower Policy, Evaluation and Research, United States Department of Labor, to develop and demonstrate innovative methods for training and upgrading low-skill, low-wage workers. This publication is a four-volume description of the project.

Volume I of this series contains an overview of training and research activities during the past year and a management report on project administration.

Volume II reports one year of developing and testing innovative training techniques; of unfreezing management and union attitudes; of opening up new opportunities and creating new hope for disadvantaged workers in the New York City area. It reports a program which achieved its training objectives through the full involvement of employers in the upgrading of underutilized manpower — seventy-five percent of whom were minority group members.

Volume III discusses the research design and preliminary findings of the Employee Research Study and examines the work attitudes, behavior and motivations of the low-skill worker.

Volume IV identifies six potentially receptive industries for the introduction of upgrading programs in Phase II and traces the development of a conceptual model to identify relevant industries.

Managing a Three-City Upgrading Configuration: A Coordinated Approach. 1968.

A detailed plan of an eighteen-month E&D project managed by Skill Achievement Institute and operational in Newark, Baltimore, and Cleveland. This publication describes the function of the Institute as the systems manager for the project, the upgrading model used in each city, the analytic program conducted within each project. The volume includes also a detailed discussion of upgrading through High Intensity Training.

Cross-City, Cross-Plant Comparative Analyses of the Effects of Training and Upgrading Low-Skill, Low-Wage Workers Through High Intensity Training. 1968.

This volume describes the analytic design carried out by the separate analytic divisions of each of the city projects in the three-city upgrading program. A fourth aspect of the design undertaken by the Institute is also included. There are outlined specific responsibilities of each analytic division, the critical components of the analytic programs, and the analytic concerns, questions, materials and methods to be used.

FOOTNOTES

FOOTNOTES

CHAPTER I — PROJECT MANAGEMENT THEORY

1. Drucker, P. F. The New Entrepreneur. p. 57.

2. Breaking the Barriers to Occupational Isolation: A Report on Upgrading Low-Skill, Low-Wage Workers. 1966.

3. Upgrading the Low-Wage Worker: An Ergonomic Approach. 1967.

4. Skill Achievement Institute began operations in February, 1968.

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6. See Appendix C for PERT chart used during Phase III.

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CHAPTER III — IMPLEMENTING THE THREE-CITY UPGRADING SYSTEM

11. Three-City Selection. (1968)

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United States Department of Labor
Manpower Administration

Contract No. 82-34-68-19

VOLUME II

UPGRADING THE UNDEREMPLOYED IN THE WORK ENVIRONMENT: Guidelines for Marketing and Sales

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EDITOR'S NOTE

This is Volume II of a four-volume report on an eighteen-month E&D contract from the United States Department of Labor, Manpower Administration. The reader will find that the entire report is cross-referenced according to subject matter when this seemed advisable. The other volumes and their subjects are listed below:

> Volume I, An Applied Model for Project Management, sets forth the managerial parameters used in the system management of the three-city upgrading program. It also gives a detailed account of the initiating activities and subsequent operations organization and controls.
>
> Volume III, High Intensity Training Methodology, is a volume in two parts. Part I, A Handbook for Implementation, discusses in detail an ideal model of HIT and includes a description and explanation of the five phases of activities of this model. Part II, A Field Review of Selected Programs, is a discussion of the findings of a sampling of actual training programs and an examination of the underlying assumptions of HIT.
>
> Volume IV, An Analysis of the Short Range Impact of High Intensity Training, is a discussion of the findings of a panel study conducted by the Institute and its field analytic task force.
>
> Summary Volume, Upgrading the Underemployed in the Work Environment: A Summary of the 4-Volume Report.

Footnotes are listed according to the chapter in which they appear in the last section of the volume. A glossary of Operational Definitions has been included for the reader's convenience and also appears near the end of the volume.

The Annotated Bibliography lists the material published by the Institute during its association with three phases of E&D upgrading activities.

PREFACE

The objective to train and upgrade the underemployed worker and establish the upgrading process on an on-going basis within industry has been the compelling force behind The Institute's marketing and sales philosophy. There can be no in-plant training program without the consent of the organization. The experiences and insights of the three-city projects' Marketing Directors led them to make strong recommendations that this volume presenting guidelines for marketing and sales be written and shared with other manpower projects. I am grateful to them for the case studies they provided for this volume.

Without the dynamic drive of Dr. Samuel B. Marks, Executive Director of The Institute, who provided the direction and encouragement for adopting management and business techniques to the execution of the entire marketing and sales effort as well as to the overall operation of The Institute, this volume would not have been written.

Norman Goldberg, the creative force who originally conceptualized High Intensity Training, the product offered to industry for upgrading in the work environment, has been a constant source of practical ideas and knowledgeable counsel during the marketing and sales of the program.

The combined dedicated efforts of the staffs of The Institute and each of the three-city projects were heavily drawn upon for this volume.

I am deeply grateful to my administrative assistant, Mildred Weill, for constant, tireless and dedicated application of her many talents to the production of this volume (as well as the entire series of volumes that make up this report) and the year's activities preceding it.

To The Institute's Editor, Mary Farrar, appreciation is extended for her professional competence in the editing of the four volume report, and for the substantive contributions she made that helped clarify and order the material presented. Finally, my personal thanks to her for saying the right things to encourage me in the writing of this volume.

C. P.

ABSTRACT — GUIDELINES TO MARKETING AND SALES

Before training for upgrading the underemployed in the work environment can take place, employers must be willing to allow an outside agency funded by the federal government to have access not only to their workers, but also to their plant facilities. Skill Achievement Institute had discovered, during its involvement in manpower programs previous to the three-city experience, that selling the idea of upgrading and convincing the employers to cooperate were steps that required marketing expertise. Accordingly, this volume relates in detail the marketing philosophy which has enabled the three city projects to gain access to thousands of underemployed workers: sell the employer what he needs. The Institute had already discovered that an appeal to management's social responsibility was usually not enough to interest them, since so many similar appeals are made. And this kind of sales presentation is really not a true reflection of the worth of High Intensity Training to the employers. Therefore, marketing of HIT was established on the basis of selling a product — HIT — that would provide tangible benefits to employers in the forms of a skilled manpower pool and a heightened morale that would have an effect on both productivity and the personnel problems of turnover, absenteeism, and lateness.

In order to put this philosophy into practice, a thoroughgoing Marketing Plan was established by the Institute for the multi-city upgrading program. Eventually this plan was adapted to the local needs by each city project. The Marketing Plan called for a statement of objectives which included the criteria for the selection of target industries and the contractual program quotas of types of industry and types of upgrading programs. The Plan required a data base which would show, among other things, skill shortages, growth rate in an area, and an identification of companies likely to be interested in upgrading. A third facet of the plan was a statement of strategy — exactly which companies and what people should be contacted. Sales materials such as brochures, demonstration kits, and viewgraphs were also described in the Marketing

Plan. Market research was suggested as a tool for constant evaluation of the marketing efforts of each project.

This volume describes and explains how the Marketing Plan was implemented and gives detailed advice on the actual sales process, illustrated by case histories of HIT programs sold in each of the three cities to industries and hospitals. Since this volume of detailed marketing philosophy and implementation deals precisely with the problems facing many manpower training programs, it is hoped that it will serve as a helpful reference to other agencies.

INTRODUCTION

Skill Achievement Institute was one of the first projects in the field of upgrading to be funded by the Manpower Administration, United States Department of Labor. The Institute's activities have been based upon the conviction that a systematic approach to upgrading should be founded upon the existing and potential manpower needs of industry, and not primarily upon an appeal to management's social responsibility.

Every aspect of project management has been organized by The Institute on a business-like basis. The professional posture has in no way sacrificed a sensitivity toward and response to the demand for the realistic preparation of the underemployed, particularly the underemployed minority-group workers for skilled job status and wages. Quite the contrary, The Institute found that a rational systems approach to the manpower problems facing the nation can lend respectability and creditability to a field that perhaps to date has borne the unfortunate stigma of "poverty program." An important aspect of this rational approach has been developed by marketing and selling upgrading programs to business management. Only after an upgrading program has been "sold" to management can it begin to benefit the underemployed worker. The Institute has stood firm in the belief expressed in the Manpower Report to the President,

> "Creative collaboration between private industry and government is essential to any real solution to the urgent immediate problems of hard-core unemployment and poverty. It is also an important key to progress toward full development of the country's human resources." [1]

This collaboration is also proving to be essential in the process of upgrading in industry. But before this joint effort can be accomplished, industry must be educated, negotiated with and sold on the programs and services that are offered by governmental agencies. Therefore, The Institute has evolved a method of presenting upgrading programs not unlike the method by which any other industrial product is presented.

It is the purpose of this volume (II) to demonstrate how a nonprofit organization has submitted the concepts and techniques of needed services in upgrading to employers. These approaches are not traditional in the presentation of manpower programs, but have been found to be effective in a variety of situations. The steps outlined and examples given in this volume are based on the specific training service provided by The Institute upgrading projects over a three-year period. However, the concepts and techniques can be applied to the marketing and sales of programs developed by other manpower agencies.

The decision to prepare a separate volume on marketing and sales arose from an evaluation of project sales activities. Meeting project commitments to implement prepared training and upgrading concepts and techniques was primarily impeded by the time required to come to closure on a sale.

It was noted that there is a substantial gap between the body of manpower knowledge and experience and the application of that knowledge to the industrial/labor market. One of the reasons for the existence of that gap is that little or no thought is given to the manner in which services are presented to the market.

If this volume does no more than focus attention on that gap, reasons for its existence, and ways to close it, then its publication will have served its purpose.

Overview of the Volume

Chapter I is a summary of experimental and demonstration upgrading activities of Skill Achievement Institute and gives an account of the development of marketing and sales.

Chapter II describes the need for a marketing plan. It includes also a description of the components of the plan and how the plan can be used.

Chapter III presents the necessity of knowledgeability of the product or service to be sold and of its benefits to the employer and underemployed worker. The chapter also discusses the Letter of Agreement with the employer.

Chapter IV presents the factors necessary for a knowledge of the market - who is the customer? What are his apparent needs? What is the current competition for filling his needs? This chapter also suggests a knowledge of the employee and his relationship to the community - who is the underemployed worker and where and how does he live?

Chapter V presents a series of sales techniques: referrals, mailings, telephone, mass media, and any other means of reaching the potential user of the upgrading service.

Chapter VI deals with the actual sales situation: communication, the first appointment, follow-up sales meetings and sales materials.

Chapter VII is concerned with marketing management and the training of a sales force to implement the marketing plan.

It is anticipated that the guidelines shared in this volume will be greatly amplified in the proximate future through the experiences of all who use them.

CHAPTER I

MARKETING HIGH INTENSITY TRAINING AND UPGRADING PROGRAMS: HISTORICAL BACKGROUND

Three Phases of Upgrading Activities

This volume on marketing and sales is based on experiences acquired during three experimental and demonstration phases in upgrading the underemployed worker. Since Skill Achievement Institute (The Institute) has been associated with the problems of upgrading, it has experienced three distinct chronological phases that will be described in this chapter, each new phase founded upon the knowledge and expertise gained from the previous programs.

The Institute presently serves as a system manager for a three-city in-plant upgrading project in Newark, Baltimore and Cleveland. This project employs a technique known as High Intensity Training (HIT) for upgrading the underemployed worker and altering attitudes and behavior of supervisors and managers.

HIT is a systematic means of offering low-wage employees skill training and upgrading for specific jobs with a salary increase, and at the same time providing them with human relations skills and other means for self-development. HIT has proved to be a pragmatic solution to employers' needs for skilled labor. It offers expeditious in-plant training (usually forty hours spread over a period of five weeks) which allows the employer to realize the benefits of the trainees' new proficiencies more quickly than traditional training methods would allow. HIT also demonstrates to the employer that he possesses in his pool of low-wage workers the human resources that can help solve his manpower problems. (For a further description of HIT see Chapter III of this volume as well as Volume III of this report.)

Phase I - Feasibility Study (New York City)

The first step in this progression of upgrading programs, Phase I, was a feasibility study of the need for upgrading programs in the New York City area.[2] Funded by a grant from the City of New York in 1966, the research was conducted by interviewing managers and personnel and/or training staffs in 150 organizations in the private and public sectors. The study showed that some employers realized the need for training their workers, but did not have the time or personnel or expertise to conduct a training program. Other employers showed evidence of prejudice toward their low-wage workers, and needed to be convinced of the abilities and interest level of the members of this labor pool.

While not generally described as such, this feasibility study was, in effect, the first step toward developing marketing research in the field of upgrading.

The last aspect of this study was a pilot upgrading project in a major New York City Medical Center. The project's staff conducted a HIT program and thereby created an in-plant training paradigm, which was followed in the second developmental phase of the upgrading experience.

Phase II - One-City Model (New York City)

Phase II, a logical progression of the feasibility study, was an experimental and demonstration program to test and to develop the in-plant training paradigm into a one-city upgrading model.[3] This phase was funded by a contract with the Office of Manpower Policy Evaluation and Research (OMPER), United States Department of Labor, from September, 1966, to November, 1968.[4] The objectives of this phase were to test the training and upgrading methodology of the HIT package in a number of organizations in the New York area, and to conduct two analytic studies. These studies were to examine the readiness of workers to be trained and upgraded and also to determine where a job-vacancy criterion could be used to select industries for upgrading.

While the program of Phase II accomplished most of its objectives, it also set forth several challenging implications for immediate use or for further study. One of these was that HIT should be marketed as a product the employer needs, and not as an appeal to his social conscience. This volume will develop this specific point further. Also, Phase II determined that HIT should include formal clinics for first-line supervisors who may feel threatened by their subordinates' new training and who need to be convinced of the value of HIT to their immediate staffs.

Phase II also demonstrated that HIT could be implemented in a variety of industries because it is flexible enough to be custom designed for each plant situation. The one-city project of upgrading the underemployed worker also provided an organizational model that could be applied to a much broader geographical area.

Phase III - Three-City Model (Baltimore, Cleveland and Newark)

The third and most recent experimental and demonstration phase was a logical progression and extension of the previous phases. Phase III was funded by the United States Department of Labor, Manpower Administration, with a contract for replicating the one-city training and upgrading paradigm in three cities. The contract covers the period from February, 1968, to July, 1969. The Institute was formed to act as system manager for this multi-city program. As The Institute agreed in the contract, its responsibilities as system manager involve four particular areas of guidance and control:

- Expansion of the training and upgrading and analytic experiences of Phases I and II;
- Provision of total, integrated planning for the entire system of upgrading programs;
- Provision of technical support in management, training, marketing and analytic studies;
- Coordination of the entire multi-city upgrading program.

The specific objectives of this third phase were broader in scope than the reliability and validity testing purposes of the previous programs. Other objectives include:

- Determining whether a variety of sponsoring agencies could aid in implementing HIT;
- Developing and conducting a study to determine short-term and long-term effects of HIT

on the workers and on the employing organization;

- Overseeing the three-city operations to train 1050 low-wage workers directly and 1050 indirectly through trained company personnel;
- Providing overall planning, technical support and coordination for each city project;
- Refining HIT upgrading and marketing techniques;
- Establishing a central information and evaluation system.

The Institute began the three-city upgrading program by establishing each local project under the auspices of a state, city and nonprofit sponsoring agent. The sponsoring organizations are:

- In Newark - The Commissioner of the New Jersey State Department of Labor and Industry in concert with the State Employment Service.
- In Cleveland - The Mayor's Department of Human Resources and Economic Development.
- In Baltimore - A private, nonprofit organization.

The Institute performed the technical services of recruiting and training staffs for each city project, providing the necessary logistics, and establishing the base for marketing the HIT package to local industry. For the duration of the program, The Institute continued to provide each city project support services by conducting in-service training for the training staffs, assisting the marketing of the HIT package, and helping to solve general management and administrative problems as they arose in each city. (See Appendix A for Operations Control Report.)

The Institute was responsible for the analytic design and a system for evaluating the progress of each project. The analytic program assessed the short-range impact of HIT on the workers trained, their peers and supervisors, and the organizational structure; the evaluation process addressed itself to the training methodology and techniques.

The Institute designed and implemented a central information system to facilitate management of the entire program. The information system, while still in the developmental stage, is concerned with quantitative and qualitative analyses of program progress. To date the system provides an empirical basis for identifying and solving problems.

Other refinements of the upgrading process derived from this three-city program include:

- The efficacy of HIT in a wider variety of industries than in the single city program, demonstrating that this training program can be administered to meet particular needs;
- The substantiation that HIT marketing techniques (the development of marketing plans and sales techniques for use in each city) were effective; the employers who have cooperated with the upgrading projects were sold on the basis of HIT helping to fill their manpower needs;
- The addition of new features to HIT which lay the foundation for linking the trained employees with programs of further training and study such as community colleges, skill centers and vocational schools.

Phase III, then, demonstrated not only that the one-city upgrading model of Phase II could be replicated under three different sponsoring agencies in a variety of geographical settings, but also that the total HIT package was capable of development and expansion in several directions.

Three Phases of Marketing Upgrading Programs

The feasibility study in Phase I provided the initial marketing research on the readiness of "small business" (those employing 250 or less) to train and upgrade low-skill, low-wage employees. Most of the organizations in the study (plastics, hospitals, restaurants, groceries and electrical components) were experiencing some form of labor shortage. Hospitals evidenced the most critical shortage, with plastics companies closely following. The shortages that most of these organizations experienced were primarily in semi-skilled, skilled and supervisory levels; there appeared to be little or no difficulty in hiring unskilled labor. However, despite their acknowledged apparent deficiencies, these low-skill workers generally received very little training and were expected to learn the necessary skills while on the job.

In some cases where upgrading of entry level workers did occur, the process tended to be informal and the selection of workers for upgrading haphazard and subject to change. Most respondents acknowledged that directed upgrading training would help alleviate skilled labor shortages, improve worker performance, and reduce turnover and absenteeism. But these same respondents were deterred by factors of time, cost and in-plant training capability.

The majority of the organizations expressed a willingness to cooperate with an outside professional agency, particularly one which was funded by the government and would, therefore, absorb the cost of training the low-skill worker in the plant setting. These findings and the successful implementation of High Intensity Training model in a large New York City hospital provided a basis for marketing in Phase II.

This second phase began with "selling" the concept of HIT upgrading to those organizations in the study who had evidenced the greatest degree of interest and need. At this stage of development, no one person had been designated as director of sales or marketing; the task was divided among executive staff members. While formal marketing plans and sales strategies were not introduced into the system until Phase III, the groundwork was laid in Phase II.

It became necessary to place the High Intensity Training concept in a framework acceptable to businessmen and employers. A sample Letter of Agreement was prepared. This instrument outlined services which the training agency offered and it also stated the concomitant responsibilities of the organization contracting those services. (This Letter of Agreement will be discussed in Chapter III.)

Meetings for the purpose of explaining concepts and methods were held with two manpower groups of the target industries: trade and business associations and the New York City Labor

Council and member unions. The referrals from these meetings, along with the positive respondents to the original feasibility study, constituted the initial market. By the end of the first year in Phase II, HIT programs had been marketed, sold, and implemented in over fifty organizations.

The next phase was based on the assumption that HIT upgrading programs could be sold in the same manner to a variety of new industries and organizations in other cities. In the Advance Operations stage of Phase III, The Institute collected data on seven cities: Baltimore, Boston, Cleveland, Newark, Philadelphia, Pittsburgh, and Syracuse. Baltimore, Cleveland and Newark were selected as having the highest potential receptivity of HIT programs. The two major criteria for these decisions were (1) large non-white population and (2) a recent history of industrial readiness to cooperate with manpower training programs.

Prior to establishing the three-city projects, Institute staff members arranged meetings with representatives of business, industry, labor, education, government, and the community. This type of public relations, before the start of marketing and training operations, helped prepare the way for initial sales contacts by the city projects.

Project staff members were then recruited and given In-Service Training at The Institute. Each project had a sales representative, who was originally referred to as Program Developer and subsequently as Marketing Director, to reflect the marketing and sales philosophy adopted by The Institute. (This philosophy will be discussed later in this chapter.)

The three-city Marketing Directors were given an In-Service Training program comprised of general project management and HIT concepts. (This In-Service Training is described in Volume I of this series.) The In-Service Training also included basic guidelines for developing each project's marketing and sales plans, training in sales techniques, preparation of sales materials, and guidelines for marketing managing.

Each Marketing Director was required to prepare a Marketing Plan, containing the following:

- Statement of general objectives;
- Marketing research;

- Sales strategy;
- Sales materials;
- Market management.

Time pressures to meet certain contractual numerical commitments were a reality which necessitated an immediate sales effort simultaneous with preparation of the plan. Therefore, it was not until the projects were about one-third into their contracts that the plan began to serve as the blueprint for action. Chapter II will discuss this Marketing Plan.

At this writing (May, 1969), HIT upgrading programs have taken place in over forty private and public organizations in three cities; e.g., in retail trade; insurance; housing; health, food, and other services; printing; in manufacturing: meat processing; plastics; electrical components; chemicals; aircraft engines. By the end of the contractual period, each city project is committed to have trained and upgraded 350 underemployed workers directly and another 350 indirectly (through trained company trainers) in approximately 35 organizations. The contracts are for eighteen months; at least three of those months were spent training and tooling up for full-scale operations. It can be seen then, that each Marketing Director would have to average a little more than two sales a month. This requires planning, tight scheduling, and constant follow-up. Chapter V of this volume discusses each of these steps in detail.

The Implications of Our Marketing Experiences

The three phases of E&D have had, and continue to have, a double focus: the underemployed worker and his employer. The underemployed worker, because of long periods of exposure to inequitable social and economic structures and to unimaginative educational processes, finds himself permanently placed at the bottom of the occupational ladder. Conversely, the contemporary middle-sized employer finds himself facing rapid social, economic, and technological change with manpower, job structure, production and human relations problems. What is more, that same employer has limited time or funds or in-plant resources to solve those problems.

We have seen that HIT programs have had positive affects on the lives of the workers, and that these workers have become assets to organizations for which they work.

Unlike institutional manpower training programs, in which trainees are recruited to attend courses away from the job setting, in-plant HIT programs can only be performed when a company permits entry into its system. Therefore, The Institute has developed a philosophy and approach to marketing and sales similar to that of the profit-oriented business enterprise. The "product" (training and upgrading programs) is sold on the basis of the benefits to be derived by the "customer" (employer) and not as another government appeal to businessmen to recognize their social responsibility toward the underprivileged.

We have learned that functioning on a business-like basis increases the possibilities for a long-term relationship with the business community. One of the essential tools for performing this function, we have found, is the Marketing Plan. Sales must be founded on a sound knowledge of the product and of the market, on a knowledge of competitors in the field, and on a step by step strategy of approach to sales. All of these call for on-going marketing research. They also imply a constant review, and when necessary, revision of the plan.

In an experimental and demonstration program, the training needs of a changing market can and should be recorded. However, these needs cannot rapidly influence the shape of the product, training for upgrading. In the last three years, this E&D upgrading project has encountered a wide range of requests from management that were related to the process of upgrading. But these requests were often for other kinds of training, and not specifically involved with upgrading the underemployed, for which the project is mandated. The upgrading projects and The Institute have, however, kept their sights on this specific target.

The next phase of Institute activity will consider the process of upgrading within an organization system. What is learned in the next period of experimentation will help to expand and enhance the "product" sold to industry.

Secretary of Labor, George P. Shultz recently stated, "Historically, economists have given only a passing nod to the possibility that a better functioning labor market could contribute significantly to the overall functioning of the economy. This is no longer the case. The way we design and run our manpower programs will be an important factor in answering the vital and closely connected questions of how we can widen economic opportunities and maintain a high level of employment while at the same time controlling inflation."[5]

This statement can be read as a strong appeal to manpower programs and agencies to promote their activities on as broad a scale as possible. Obviously, the more the industrial and business sectors are made aware of the value of training and upgrading programs, for instance, the greater their acceptance of them will be. And it is only after this acceptance of formalized upgrading is a fact that the underemployed worker can begin to derive the benefits from this manpower program.

And, inversely, marketing of manpower programs, will be successful to the degree that it reflects an awareness of the economic and social trends of the nation and of the industries served.

The growing proliferation of manpower services and programs has made the task of selling training for upgrading programs increasingly more complex. At the same time, management has become increasingly more wary of a fragmented approach to solving manpower problems.

Marketing and Sales Philosophy

Traditional Approach to Sales

Business experts agree that the modern concept of marketing which bases all marketing operations on a rational plan has not yet reached the majority of businessmen. They still view marketing as nothing more than a systematic and purposeful organization of all the work that has to be done to sell a product, to deliver it to the customer, and to get paid for it.

This outdated marketing process, transposed to the manpower and training field, is evinced in marketing manpower training programs as simply a way to organize all the work that has to be done to place and train the greatest number of unemployed and underemployed in the shortest period of time. The validity and virtue of a program are very often thought to speak for themselves. If a program does not speak for itself, then an appeal is made to social responsibility. Many well-thought out programs have gone unused for want of the proper plan of introduction to the potential user. And, at the same time, a part of the knowledge to be gained from these programs has been lost to the general E&D effort. When a manpower program is marketed with a rational plan, more than the immediate future is served; the potential effectiveness of subsequent upgrading and other training programs is also influenced, because the manpower expertise gained in successfully marketed manpower programs is available for later endeavors.

Total Marketing Concept

The sales experiences of Phase I and II gave rise to the development by The Institute of a Marketing and Sales philosophy. It has adopted what modern business refers to as "the total marketing concept." This means far more than selling HIT upgrading programs. Peter Drucker describes the marketing concept within a chapter entitled "The New Entrepreneur" in his book, The Age of Discontinuity.[6]

> "First, we need 'marketing' that looks upon the entire business from the point of view of its ultimate purpose and justification, that is, from the point of view of the customer (or rather the 'customers,' since every business and every product has at least two, and usually many more, quite different kinds of customers to satisfy). This means, above all, that one does not try to look at the customer for 'our product.' As long as one thinks of 'our product,' one is still thinking in terms of selling rather than in terms of marketing. What matters is the customer's behavior, his values, and his expectations. And under this aspect, one's own business, let alone one's own product, hardly exists at all. In a true marketing point of view no product and no company is assumed to have the slightest importance to the customer or indeed to be even noticed by him. It is axiomatic that the customer is only interested in the satisfaction he seeks and in his needs and expectations. The customer's question is always, 'What will this product or this business do for me tomorrow?'
>
> "Second, businessmen will have to learn to practice 'marketing' as an innovating force in itself They have to learn that the truly new does not, as a rule, satisfy demands that already exist. It creates new expectations, sets new standards, makes possible new satisfactions.

> "Innovative marketing therefore creates markets. New technology always needs new markets which were not even conceivable until the new technology created new demands."

The Institute has adapted this philosophy and terminology to the manpower field, more specifically to the concept of marketing upgrading programs. Obviously, each facet of marketing products in a profit-making orientation will not be analogous to the marketing of services (or products) which are sponsored and funded by government agencies. However, the similarities are great enough to warrant adaptation of the philosophy and usage of the terms. For example, the "customer" for the upgrading project is both the company and the employee to be trained and upgraded. The funded manpower project, therefore, becomes as familiar as possible with the behavior, values, and expectations of both these facets of the customer. The project's reason for being, to satisfy the needs and expectations of the customer, cannot be accomplished without this understanding.

Another marketing axiom — the customer is always right — does not apply to upgrading projects' marketing plan. The organizations to which the "product" is being presented are not always right in their assessment of the skilled manpower potential that would result from training and upgrading their underemployed workers. If these customers were always right, they would have been providing the training and upgrading opportunities all along.

Organizational needs, then, are not always recognized. The customer very often has to be led to the point of discovering his manpower needs and potentials. Manpower programs will have to learn to practice marketing as an innovating force in itself. There is a real potential for innovative marketing by E&D manpower programs to create in business and industry new expectations, set new standards, make possible new satisfactions.

In summary, during three years of experimental and demonstration activities to train and upgrade the underemployed worker in the plant environment, HIT upgrading programs have been implemented in more than one hundred private and public organizations. An important part of that experience has been convincing top management in a wide variety of industries to capitalize on its own human resources to satisfy semi-skilled and skilled labor shortages. It is this experience that has led The Institute to the development of a marketing and sales philosophy patterned on the approach of business and industry.

It is hoped that the succeeding chapters of this volume will serve as guidelines for the marketing and sales activities of other upgrading programs.

CHAPTER II

THE MARKETING PLAN

Rationale

Planning, an essential function of management, becomes more important for any organization as today's business environment becomes more complex. The many intertwining facets and structures of manpower administration make planning every step of a program, and especially the marketing step, increasingly important. Short-term and long range plans for market activities form a necessary base for every other step in a manpower program's progression.

A. W. Frey defines the marketing program as "a written plan specifying marketing goals and describing the broad means of attaining them."[7]

This suggested written plan can be adapted to the marketing needs of training programs. The advantages to be gained from such a systematic plan and program of marketing activities are evident because it accomplishes the following:

- Compels those responsible to be clear and explicit about evaluating the organization's present situation and setting future marketing objectives;
- Economizes time of marketing personnel by providing a basis for effective organization and coordination of all marketing efforts;
- Provides the criteria by which actual marketing operations can be controlled and evaluated;
- Tends to stimulate growth and development by forcing organized consideration of new marketing opportunities and replacement of services that are experiencing a declining market;

- Necessitates analysis of other services in the market;
- Distinguishes between the factors or variables in the business situation that are controllable and those that are not. Flexibility can then be built into plans for future operations with cognizance of the uncontrollable factors.

Prerequisites for effective marketing planning are described in Frey's Marketing Handbook[8] as:

- Systematic procedure;
- Sympathetic, cooperative top management;
- Specific assignment of overall responsibilities to a capable marketing executive;
- An organization favorably predisposed to the benefits;
- Adequate records and competent research skills.

The Institute emphasized these prerequisites during the management training program for the three-city upgrading projects. Funded for only eighteen months, each project was to implement the High Intensity Training upgrading model in a minimum of thirty-five organizations. A two-month time period out of each city project's contract was needed for the project to become operational. Consequently, each project found it necessary to sell an average of two programs a month in order to meet contractual commitments.

From the start, the temptation was to plunge immediately into the direct sales phase of activities. In the rush "to get things off the ground" The Institute found that there was a tendency to postpone planning indefinitely or to give it only token attention.

While there was initial reluctance, the projects' managers were eventually convinced that the preparation of a marketing plan at the start of activities would provide greater assurance of meeting contractual commitments. Furthermore, they realized that a marketing plan, once executed, would permit a more systematic review and lay the foundation for establishing the project on firm ground beyond the eighteen month government contract.* (See Figure 2.1 — Marketing Process Flow Network.)

Ideally speaking, it would have been preferable for each project to have taken the one required month to prepare the marketing plan prior to the start of sales. Instead, both activities were carried out simultaneously. As a consequence, sales got off to a slow start, and the marketing plan was not effectively used until a few months into the life of each project.

Components of a Marketing Plan

There is no automatic guide to a simple, expedient pattern of successful marketing efforts than can be universally applied. Too many uncontrollable variables will intervene. However, these can be identified on a general basis.

The principal uncontrollable variables are the market competitors, that is, other organizations offering similar services, and the distribution channel structure.**

The controllable variables are the product, the methods and tools for selling, and the internal marketing framework.

When The Institute conducted an in-service training program for the market directors of each city project, it had already developed a philosophy and technique for marketing and provided a plan for marketing. Each project then prepared its own plan, based on this outline:

- Statement of general objectives, including those of the organization and specific market targets;
- Current and future situations of the market;

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* Skill Upgrading, Inc., the Baltimore Project, is a nonprofit organization. An effective Marketing Plan could determine whether or not the Baltimore Project should consider becoming a profit oriented organization as one of its alternatives to continued government support.

** Distribution Channels: a term describing sales activities of an organization with retailers and wholesalers. An example of a distribution channel in the manpower training field would be a trade or business association.

- Statement of strategy;
- Sales materials;
- Marketing research and evaluation.

The methods by which these steps were implemented and this presentation of steps, should be regarded as illustrative rather than directive. All examples are drawn from the experience of marketing and selling HIT upgrading programs in three cities.

Statement of General Objectives

By contractual commitment, the three cities had as their primary objective the conducting of in-plant High Intensity Training and upgrading programs for approximately 700 low-skill, low-wage workers who earn not more than $5,000 a year. An analytic study to determine the short-range effects of HIT upgrading programs on the employee and his environment was also to be conducted in four of the organizations where training was to take place. There were other objectives for the E&D eighteen month three city projects, but the aforementioned is the only one necessary to this discussion. The overall organizational objective had been established, based on the needs of the market in New York City, and reflected the government contractual commitment.

Criteria were established for selection of industries where programs were to be implemented.

- Concentration of Black and other minority-group workers earning $5,000 or less;*
- Company size from 50 to 500 employees;

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* Based on the knowledge that opportunities for mobility of the underemployed worker were practically nil for the minority-group worker in the one-city model, the three cities selected for establishing upgrading projects were those with the greater number of Blacks and other minority-group workers. The proposals from each city project also described the target population for HIT as the low-skill, low-wage, particularly the Black and other minority group workers, earning $5,000 or less.

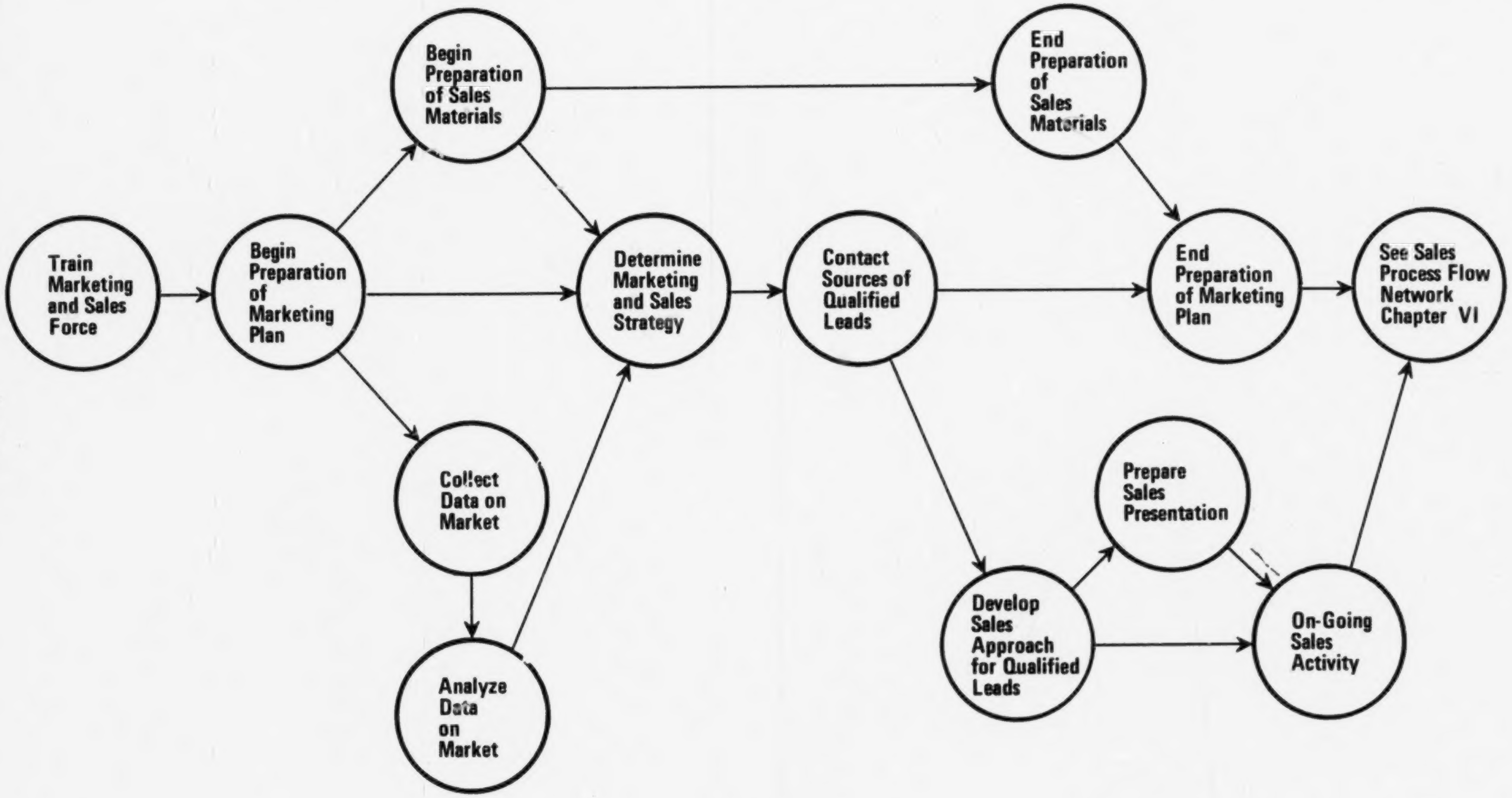
Train Marketing and Sales Force
Begin Preparation of Marketing Plan
Begin Preparation of Sales Materials
Collect Data on Market
Analyze Data on Market
Determine Marketing and Sales Strategy
Contact Sources of Qualified Leads
End Preparation of Sales Materials
End Preparation of Marketing Plan
See Sales Process Flow Network Chapter VI
Develop Sales Approach for Qualified Leads
Prepare Sales Presentation
On-Going Sales Activity

Figure 2.1

MARKETING PROCESS – FLOW NETWORK

- Geographic location within the radius designated by the United States Department of Labor;
- Job vacancies or possible job restructuring at semi-skilled and skilled levels.

Other indicators for possible industry selection were:

- Industry expansion requiring additional employees;
- High turnover at entry-level revealing likely absence of promotional activity;
- Seasonal employment fluctuations indicating a need for part-time supervisors and for employees trained in multi-skills.

An analysis of the marketing objectives could not ignore the contracted program quotas. Reflecting both the goals of E&D and the constraints of time and cost, program quotas were set by:

- Type of industries; projected number of HIT programs and analytic studies to be implemented in each.
- Type of programs within each industry; priority listing by types of skills and trainee quotas.

It can be seen from this brief review of objectives that the plunging immediately into sales, quite independent of overall project objectives, could have resulted in diffuse or wasted effort.

A good marketing plan should be audited by the organization using it after a reasonable amount of time. This operation serves as a check on how effectively the stated objectives are being realized. As described in an American Management Association Report[9], "The marketing audit may thus be defined as a systematic, critical, and impartial review and analysis of the total marketing operation; of the basic objectives and assumptions which underlie them as well as the methods, procedures, personnel, and organization employed to implement the policies and achieve the objectives. The audit can advisedly consist of two principal steps obtaining answers to two broad questions: (1) Where are we now? and (2) How did we get here?" This continuous, objective review of marketing procedures can provide greater strength to any marketing plan.

Current and Future Situation of the Market

That comprehensive market data should be gathered early in a marketing plan seems axiomatic. For the three-city project the market research included the industry or company, the trade or business association, and the labor union falling within the bounds of established criteria.

The marketing data base was built by these steps:

- Comparative analysis of industry;
- Growth rate in the area;
- Record of employment by industry;
- Record of employment pattern by industry, occupation, earnings and race;
- Skill shortage survey;
- Occupational projections;
- Labor turnover rates;
- Analysis of above data to determine those industries meeting the established criteria;
- Preparation of profile on industries selected;
- Background on companies within the industrial categories identified above (see Appendix B for sample form used by one of the projects);
- Identification of those companies listed that could be distinguished by one or more of the following: high turnover and job vacancy rates, seasonal unemployment, participants in MA-5 programs or members of NAB-JOBS;

- Preparation of a descriptive list (name, address, telephone number, leadership, training policies and practices) of labor unions and trade and business associations that fall within the industry categories selected;

- Identification of other manpower training and upgrading programs in the market.

Statement of Strategy

An analysis of the marketing data becomes an appraisal of the current problems and opportunities. This in turn facilitates the development of marketing strategy, which is composed of the unique and creative elements of a goal-directed plan. The accumulated data should answer such basic questions as: What is the market? How should the companies comprising the market be approached? When should the product (training program) be sold? Who should be responsible for each sale?

Several alternative strategies may be derived from this information, and they should all be considered before some are selected for implementation. The success of any marketing strategy, of course, depends upon the creative abilities of the marketer.

The statement of strategy in the marketing plans of the three cities included answers to the basic questions:

- WHAT? Priority listing of companies to be contacted for upgrading programs and analytic studies;

- HOW? List of contacts in top management in each company, preferably through referrals from the business community, *i.e.*, trade and business associations such as Chambers of Commerce, National Alliance of Businessmen, labor unions, professional associations, members of project Boards of Directors; (This method of contact will be discussed further in Chapters V and VI.)

- WHEN? In cooperation with the Training Division the marketer should prepare a flow network enumerating the number and time spacing of programs the training staff can conceivably implement.

- WHO? Preparation and assignment by marketer of members of sales force to implement the marketing plan. (To be discussed in Chapter VII).

Our experience has shown, however, that the marketing strategy must remain flexible. The marketing strategies for each project have been revised in actual practice in each of the cities. In Chapters V and VI of this volume, reference will be made to the additional approaches adopted. The strategy, nevertheless, should answer the basic questions who, what where, when and how, for successful implementation of the marketing plan.

Sales Materials

The description of the type of sales materials required and the manner in which they will be used is another important step in the Marketing Plan. Each of the promotional materials should be tested for the obvious factors of cost and time to produce, as well as their relative usefulness in a variety of marketing and sales situations.

No sales materials were available when the three-city projects became operational. Therefore, during the course of the eighteen month project various kinds of promotional materials were prepared by The Institute and the projects. These included brochures, or descriptive summaries; slides and viewgraphs for group presentations; and demonstration kits for sales purposes.

Brochures

The brochure, an essential tool which should be prepared early in the life of a project, is used in mailings requesting sales appointments and during the appointment itself. In the course of the three-city upgrading program, The Institute found the following indispensable in marketing activities:

- Description of Skill Achievement Institute and its role in the three city projects;*
- Description of High Intensity Training; benefits to employers and employees;*
- Supplementary brochures prepared by the three city projects. These were based on those of The Institute and added an identification of the project and a list of satisfied customers.

Demonstration Kit

Creative planning is necessary in the design of a demonstration kit. All of the items used should serve to acquaint a prospective customer with the program and to create an atmosphere for interested discussion. The following is a list of some of the items used during the three-city program:

- Brief explanation of HIT components;
- Benefits to employer and employee; (This can be done by charts which show cost of employee turnover and absenteeism.)
- Services provided by the project;
- What is required of the employer;
- Pictures of trainees in conference and work settings;
- List of satisfied users;
- Testimonial letters from satisfied users;
- Newspaper and magazine articles describing the project.

Slides and Viewgraphs for Presentations to Groups

A viewgraph or slide directs and holds attention, and it also shows graphically what may be difficult to explain in words.

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* Available upon request from Skill Achievement Institute, 4 Nevada Drive, Lake Success, New York 11040

Some parts of the brochures and the demonstration kit lend themselves to slide and viewgraph presentations. This type of visual aid, if properly used, can mean the difference between a successful presentation to a large audience or a disastrous, fumbling, and dull misrepresentation of a product.

The High Intensity Training Program - Flow Network Chart (appearing in Chapter III) is an example of another kind of sales tool that visually presents the various phases of HIT training in the plant setting. This chart, while fulfilling its original purpose as an illustration for a document, has also been used successfully as a viewgraph during presentations before large audiences.

Included in the Marketing Plan should be an estimate of cost and time necessary to prepare these materials. If finances for this facet of activities are limited, care should be taken that the few pieces that are prepared are graphic, concise, and professionally executed.

Marketing Research

The American Marketing Association defines market research as, "the systematic gathering, recording, and analyzing of data about problems relating to the marketing of goods and services."[10] Obviously, then, a Marketing Plan cannot exist without this important step. The value of marketing research depends upon the degree to which it provides a basis for making marketing decisions, solving marketing problems, and developing marketing strategy. Statistical information about the manpower training market can be obtained from the sources outlined earlier in this chapter, "Current and Future Situation of the Market." In order to increase the value of this research, provisions should be made from the beginning of any manpower training project to record in a systematic way the organizational steps taken by the marketer. In order to facilitate this recording, The Institute created a series of forms to be used by the Marketing Directors in each of the three city projects. (See Appendix C for a sample of these forms.) The purpose of the forms were twofold: (1) to assist the Marketing Director in his functions as marketer and salesman and (2) to provide a data base which would enable the local project and The Institute to evaluate current marketing activities continuously as well as on a long-term basis.

Recording sales activities is also essential for an efficient, responsive relationship with the customer. This record, while directly related to marketing research, also provides an opportunity to study the sales process and discover factors which may have enhanced or impeded sales. What can be learned from an evaluation is (a) whether the product improved and how; (b) how sales presentations may be changed or improved; (c) what new trends may be occuring in a given industry.

Marketing research is not only a tool which helps the marketing director to continually update the Marketing Plan, but also it can be used by the producer of the product — the training staff. If the training staff is apprised of new trends, it can study ways to tailor the training program so that it will enhance that program's value to the industry. For example, the Marketing Directors of the three cities were in a good position to discuss with the management of various industries the MA-4 and the imminent MA-5 contracts. These Marketing Directors could then suggest that training programs be prepared for the training of "group leaders" which are required in the MA-4 contract.

Marketing research should be an integral part of the Marketing Plan even though a project may have only one marketer. His time table of activities should include a schedule for a recording of sales activities and a collection of market data as well as an on-going evaluation of sales activities.

How Is the Marketing Plan Used?

The Marketing Plan can be put to good use by the Marketing Director as:

- The guide in making customer contact;
- An instrument for training his sales force;
- An evaluation instrument of his current progress.

The Marketing Plan also becomes a tool for planning the entire manpower project. Its objectives should reflect the goals of the entire program, and the plan itself should be a reflection of the executive managers' philosophy and approach to manpower problems.

CHAPTER III

KNOWING THE PRODUCT

"Above all, the salesman must be able to give a straightforward, intelligent presentation of his product and know-how as related specifically to the customers' problems. In other words, he must know the advantages of this product in meeting the discovered needs of the customers, be able to spell these out clearly and to answer questions capably."[11]

Perhaps it is a cliche to state that the marketing and sales force should have a thorough knowledge of the product. In the marketing of training programs, however, it can't be emphasized enough that the marketer's knowledge of and commitment to the product must be as great as that of the training staff. Selling a training service is far more difficult than explaining the attributes and functions of a tangible product.

A word about commitment. One of the primary requisites of a marketer is that he believes in the product he is selling. The experience of The Institute has shown that not only must marketing personnel be convinced that HIT upgrading is a step toward economic and social progress, they should also be convinced that the program holds actual benefits for both management and the underemployed worker.

Since knowledge of a product and commitment to it must depend on familiarity with that product, the person marketing a training program should have a thorough exposure to an actual training situation. If possible he should become an observer of an entire program from beginning to end before he begins to engage in marketing. In the initial stages of a project, this means that the marketer will have to depend upon other, established projects for his field experience. The Institute, for example, could provide several on-going training situations for observation.

This field observation should be supplemented by selective readings. Literature about HIT as it has been experienced by other groups can provide information and examples helpful to other training program market development until such time as the marketer acquires a cumulation of his own experiences.

The Product to be Marketed

The Institute "product," HIT, has been described and explained in several of its published documents. (See Volume III, Parts I & II of this series for a full discussion of HIT). An abbreviated but thorough description of this product, one that beginning marketing personnel do become familiar with, follows.

High Intensity Training (HIT)

High Intensity Training programs offered to industry and to the low-skill worker include the following components:

- Analysis of Manpower Needs

  An analysis is made of existing job structures in order to determine the technical skills for which training and upgrading is needed. Where necessary and feasible, recommendations are made on methods of restructuring jobs to more fully satisfy the production needs of the organization and to provide new promotion opportunities for the underemployed worker.

- In-Plant Training by Industrial Trainers

  A full-time trainer is assigned to each participating organization to design and implement the HIT program for the identified job skills. The trainer works with trainees, supervisors and management in the plant setting until completion of the program. Depending on the needs of the organization more than one trainer may be assigned.

- Preparation of Training Materials

  Training materials developed for in-plant instructors and for trainees and the organizations for future HIT programs.

- Training a Company Trainer

  An employee of the participating company is trained to conduct future training programs within the organization. In addition, other plant personnel are called upon to instruct trainees during the program. This means that they, too, undergo instructor training.

- Advanced Seminars for Trainers

  Advanced training is given to selected in-plant trainers in new HIT methodology for training low-skilled workers and new entry-level, minority-group employees.

- Development of Supervisory Skills

  Wherever feasible, workers are taught the skills necessary to move up to supervisory positions. In all cases they are taught Human Relations, Communications, and Problem-Solving skills.

- Basic Communication Skills

  Basic communication skills are offered on a selective basis to workers who are unable to move up the occupational ladder because of basic English deficiencies. Motivation and guidance for further available education is provided as well.

- Money Management Courses

  The curriculum includes courses designed to teach money management, including avoidance of liens, garnishees and higher interest rates. Budgeting of family income is an important aspect of this part of the curriculum.

- Self-Help Resource Services

  Career guidance, continuation of schooling, where to find help with legal, medical, housing or other problems are included in the resource information imparted to trainees.

- Recruiting Services for Employer

  The trainer sets up communications with referral agencies for entry-level job openings which will be created by upgrading the trainees. The trainer encourages the employer to recruit and train the unemployed for new entry-level jobs.

- Seminars for Supervisory Personnel

  Formal and informal seminars for supervisors whose subordinates are involved in HIT programs are held before, during and after training concerning behavior and attitudes toward low-skill, minority-group workers. In addition, they are shown how to improve their skills so as to more effectively train their own workers.

- Follow-Up Training Review Services

  Return visits are made to organizations to evaluate the results of second and third cycles that are an outgrowth of the original High Intensity Training Program.

A summary of the unique features of High Intensity Training follows:

- High Intensity Training Programs reduce traditionally over-long curricula into short, high-impact courses.

- High Intensity Training programs are based on curricula developed specifically for the particular job and manpower needs of the individual organization.

- High Intensity Training programs take into consideration the low-skill worker and his total work and home environment.

- High Intensity Training programs are catalytic: by going into the plant setting trainers attempt to unfreeze negative attitudes that management and supervisors may have towards low-skill workers.

- High Intensity Training programs are designed to develop the technical skills and human relations skills of the low-skill worker.

- High Intensity Training programs are designed to build self-esteem, confidence and motivation necessary to encourage the worker to go beyond the job he is being trained for.

- High Intensity Training programs utilize new techniques in building work-group cohesiveness and motivating low-skill, low-wage minority-group workers to assume greater work loads and supervisory responsibilities.

Upgrading Through High Intensity Training

The hiring of undereducated, unskilled workers to fill the most menial jobs in industry certainly is not a new phenomenon. Neither, for that matter, is industry's long practice of providing some sort of formal or informal training for their own workers. Selecting a "reliable" employee and then upgrading him to a higher occupation in the organization is not new to American commerce and industry; it predates the industrial revolution.

What is new, however, is the fact that upgrading, recruiting and training of the unskilled worker must now be viewed in a different light as a result of the rapid technological and sociological changes taking place in the United States.

From a technological standpoint, the rapid strides made by industry have placed a heavy burden on the unskilled worker, who has not been given full educational, social and economic opportunities to meet the new higher-skill requirements made by industry.

The employer himself, having only what he perceives to be a very limited pool of human resources, finds that he is unable to keep up with the higher-skilled manpower needs created by his own technological innovations.

The influx of large numbers of minority-group workers into the labor force in the last few years, and the increasing number of low-skilled workers with special sets of employment problems (women, youth, the handicapped) have created training problems that for the most part the employer is unequipped to handle.

We are faced with the problem of bridging the gap between the disadvantaged, underskilled worker and the ever increasing demand for a more skilled and competent work force for industry.

The Underemployed Worker and High Intensity Training

A major contribution to the success of High Intensity Training programs for unskilled workers is the fact that it is conducted within the plant setting in which the trainees are employed. Thus, newly acquired skills have a high degree of transference to the production situation.

Minority-group workers who are trained outside the plant environment, no matter how technically proficient they become, have a difficulty transferring their skills in the face of a hostile work environment. Other workers might sooner leave their jobs than face a resentful first-line supervisor, and many do. "In many cases the prejudices of white workers and white management are likely to reinforce each other, so that barriers to Negro advancement are indeed strong."[12]

With this in mind, High Intensity Training programs were designed for implementation in the plant environment. A professional Industrial Trainer is assigned to each participating organization to develop and implement the training program. This gives the trainer the opportunity to know plant supervisors and managers, to involve them in the High Intensity Training Program, and perhaps to unfreeze negative perceptions which might interfere with low-skill worker's occupational growth.

The High Intensity Training program is designed to develop the self-esteem of the worker, open his mind to learning and motivate him to go further in his occupational growth.

Keeping in mind that the worker lives outside the plant environment sixteen hours a day, High Intensity Training programs also provide information to the low-skill worker that he can take home to his family.

We know that one of the characteristics of a leader is "how much more information he has than someone else." High Intensity Training, therefore, incorporates ego-building subjects into its program which give the trainee strength in his home as well as in his plant.

High Intensity Training programs are designed to include obtainable sub-goals, with the payoff taking place at the conclusion of forty hours of training in the form of a guaranteed increase in salary and a higher job title. Promises have been made to the ambitious worker that "someday" or "very soon," if he worked hard he would receive more money or a promotion. The disadvantaged worker has lost faith in his employer's promises, and become cynical of his workday world. The employee often becomes apathetic, listless, and resigned to his status quo. The lack of successes and the large number of failures have caused the low-skill, low-wage worker to lower his level of aspiration. Employers who tried to institute formal training programs for low-wage workers often become too involved in giving theory to semiskilled workers without consideration of their meager educational backgrounds, then gave up in despair that "these people can't learn."[13]

High Intensity Training breaks with tradition by giving the low-skill worker training in human relations and leadership skills, subjects generally confined to managerial-level personnel.

Observation, as well as the comments of both employers and employees, substantiates the premise that such training has very great impact on the performance and morale of disadvantaged workers.

It is inherent in the concept and practice of HIT that there are certain personal strengths that must be built up in each trainee first, before emphasis on technical skills can be accepted, retained and demonstrated.

In sum, High Intensity Training takes into account the total environment both in and out of the plant setting, which surrounds and affects the worker, and builds its curriculum and its training methods in such a way as to maximize the ultimate success of the training and its impact on the worker.

The Employer and High Intensity Training

High Intensity Training is concerned with the following factors:

- That most employers are unable to develop and implement their own training programs. Such programs that they do conduct are usually for broad orientation or for safety; rarely are they designed to give skill training. Most employers have neither the time, the money, nor the technical know-how required to design the interpersonal relationships between disadvantaged workers, their co-workers and supervisors.

- That the negative perceptions that most employers have toward low-skill low-wage minority-group employees are rarely subject to change unless an outside catalytic force assists in the behavior-changing process.

- That employers tend to overlook the vast pool of unskilled manpower in their own organizations that has minimal educational and training background, when they are seeking to fill semi-skilled positions.

- That an employer's willingness to accept a training program to upgrade his own low-skill minority group workers will be based on one or a combination of the following problems: inadequate production; manpower shortages; poor employee morale; potential expansion; absenteeism, lateness and turnover.

- That the employer will tend to place most of the blame for the lack of initiative or upward mobility at the door of the worker.

- That the employer often needs an outside catalyst to objectively view his operation in order to restructure job tasks for more efficient operation.

- That an outside training consultant involved in job task analysis is subjected to a great deal of suspicion and distrust by supervisors and prospective trainees.
- That the professional trainer can after some two weeks of in-plant exposure, become a trusted catalytic agent who can objectively get things done, reach and influence people at all levels, and set up a better communications system between workers and management.
- That middle levels of management, supervisors and workers will initially be uncooperative, suspicious of and perhaps hostile to an upgrading program -- whether for practical reasons such as scheduling or production delays, or subconscious reasons like fear and insecurity.
- That resentment frequently is demonstrated by first-line supervisors when top management suggests that low-skill workers be upgraded to better positions which are unfilled.
- That first-line supervisors are often not far enough removed in their own education, income or socio-economic background from that of the low-skill worker, and thus they feel threatened at the suggestion of giving formal training to subordinates.
- That people at every organizational level -- management, supervisory or production -- are skeptical and suspicious of change.

The Overall Effects of the Program

On The Worker

Low-skill workers have shown that in just forty hours of training they can learn new skills, become highly motivated and begin to assume a greater role in controlling their own destinies.

We have observed significant changes in the attitudes of workers, who originally had little hope of moving out of the lowest jobs in industry. Their new-found belief in their own abilities to learn and grow occupationally is evident.

On Industry

Invariably, management reports that those workers who were High Intensity Training graduates have become more productive, responsible and efficient workers. In some instances employers have found an overall increase in plant productivity. They report that absenteeism, lateness and turnover have been considerably reduced in those departments where a program took place. Management has also appreciated the in-plant training capability left behind by the HIT program to continue to make the most efficient use of its manpower pool.

The following High Intensity Training program - Flow Network taken from the HIT Handbook (Volume III of this series) presents a broad overview of the objectives and results of the five phases of each program sold to an organization. This chart, or a similar visual aid, should certainly prove helpful in the sales situation. While each item need not be explained during an interview, the project representatives should be prepared to answer questions or support the presentation with information on any aspect of the program.*

The Analytic studies conducted by The Institute were also the concern of the marketer. By contractual commitment the project had to sell and conduct analytic studies in four organizations where HIT was implemented. Our experience has shown that this is often a difficult aspect of sales and cannot be pursued in some organizations; there are other instances in which the management of a firm welcomes the idea of the analytic effort in their plant.

The following is a check list of the Analytic study offered to organizations for use by the marketer in the sales situation.

Marketing Presentation of Analytic Studies

1. Note that major companies pay large sums to consultant firms for similar studies to improve their organizations.

2. Describe the evaluation of the results of the HIT programs as follows:

    - Measure changes important to the employer and employee brought about by the Training Program

---

* Volume III, Chapter III explains each phase in detail.

PHASE I: Preliminary Study of Organization

OBJECTIVES

1. Familiarization with overall organizational goals and functions.
2. Gain support of supervision.
3. Gain support of union representatives.

PHASE II: Job Task Analysis

OBJECTIVES

1. Perform a job task analysis of target job.
2. Select trainee group(s).
3. Select a company trainer.
4. Gain greater familiarity with organization.
5. Obtain increased commitment from supervision and union.

PHASE III: Curriculum Development

OBJECTIVES

1. Development of HIT curriculum.
2. Prepare trainees' and trainers' manuals.
3. Select skilled resource persons.
4. Orient skilled resource persons in training techniques.

P

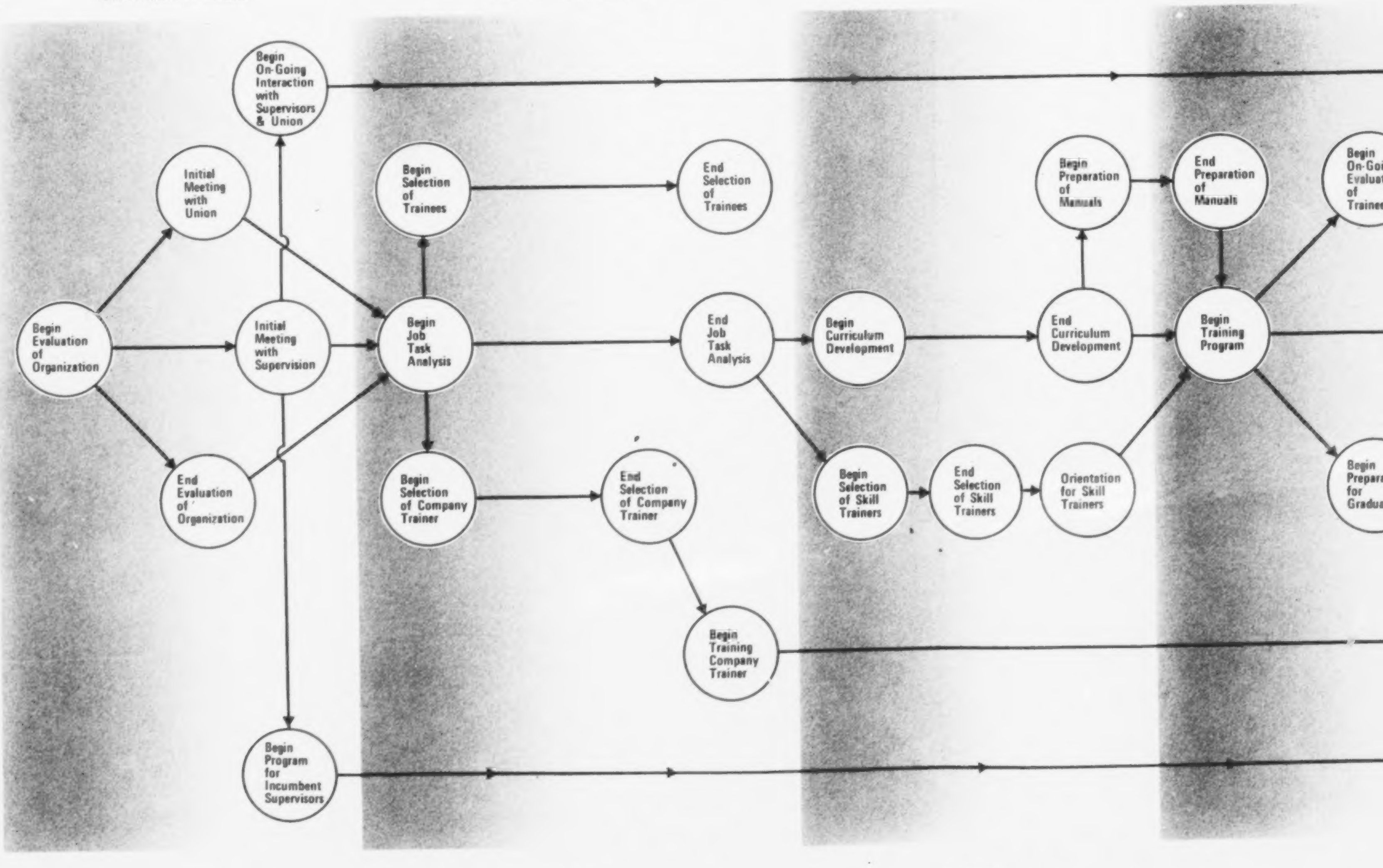
1. Conduct training for unc
2. Conduct training for sup
3. Conduct on-going evalua
4. Provide feedback to supe
5. Provide feedback to mar
6. Preparations for graduat

APPROXIMATELY 1 WEEK

APPROXIMATELY 2 WEEKS

APPROXIMATELY 1 WEEK

API


Begin On-Going Interaction with Supervisors & Union
Initial Meeting with Union
Begin Evaluation of Organization
Initial Meeting with Supervision
End Evaluation of Organization
Begin Program for Incumbent Supervisors
Begin Selection of Trainees
End Selection of Trainees
Begin Job Task Analysis
End Job Task Analysis
Begin Selection of Company Trainer
End Selection of Company Trainer
Begin Training Company Trainer
Begin Curriculum Development
Begin Selection of Skill Trainers
End Selection of Skill Trainers
Begin Preparation of Manuals
End Curriculum Development
Orientation for Skill Trainers
End Preparation of Manuals
Begin Training Program
Begin On-Goi Evaluat of Trainee
Begin Prepara for Gradua

RESULTS

1. Adequate knowledge of organization to begin design of an HIT program.
2. Supervisors' support.
3. Union support.

RESULTS

1. Sufficient information on target job(s) to develop HIT curriculum.
2. Trainee group(s).
3. Company Trainer.
4. Increased knowledge of organization.
5. Increased commitment on part of supervision and union.
6. Awareness of program throughout organization.

RESULTS

1. Trainees' and trainers' manual complete with curriculum and supplementary audio-visual aids.
2. Scheduled sessions to be conducted by skilled resource persons.
3. Continued involvement of organization personnel and union.

1. Upgraded and motivat
2. Improved supervisory
3. Extensive involvement

Figure 3.2

HIGH INTENSITY TRAINING PROGRAM - FL

PHASE III: Curriculum Development

OBJECTIVES

1. Development of HIT curriculum.
2. Prepare trainees' and trainers' manuals.
3. Select skilled resource persons.
4. Orient skilled resource persons in training techniques.

APPROXIMATELY 1 WEEK

PHASE IV: Training

OBJECTIVES

1. Conduct training for underemployed workers.
2. Conduct training for supervisors.
3. Conduct on-going evaluation of all trainees.
4. Provide feedback to supervisors on progress of underemployed trainees.
5. Provide feedback to management on progress of supervisors.
6. Preparations for graduation

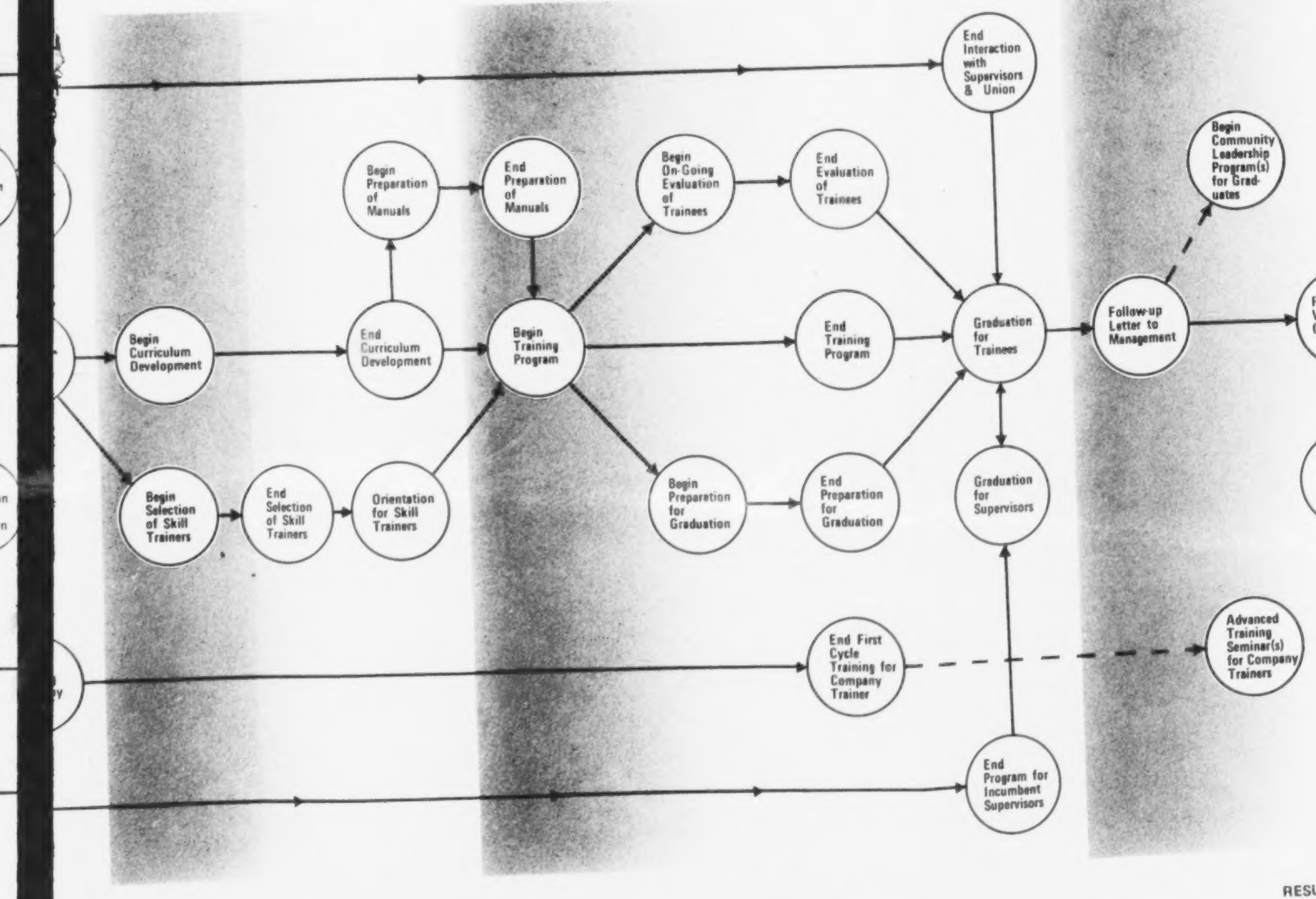
APPROXIMATELY 5 WEEKS

PHASE V: Follow-Up

OBJECTIVES

1. Encourage and support management with second program.
2. Further the training of company trainers.
3. Develop the leadership skills of the upgraded workers and stimulate their interest in the community.

BEGINS APPROXIMATELY
2 WEEKS AFTER GRADUATION


End Interaction with Supervisors & Union
Begin Preparation of Manuals
End Preparation of Manuals
Begin On-Going Evaluation of Trainees
End Evaluation of Trainees
Begin Community Leadership Program(s) for Graduates
Begin Curriculum Development
End Curriculum Development
Begin Training Program
End Training Program
Graduation for Trainees
Follow-up Letter to Management
Return Visit to the Organization
Begin Selection of Skill Trainers
End Selection of Skill Trainers
Orientation for Skill Trainers
Begin Preparation for Graduation
End Preparation for Graduation
Graduation for Supervisors
Begin Help to Organization on Second Cycle
End First Cycle Training for Company Trainer
Advanced Training Seminar(s) for Company Trainers
End Program for Incumbent Supervisors

RESULTS

1. Trainees' and trainers' manual complete with curriculum and supplementary audio-visual aids.
2. Scheduled sessions to be conducted by skilled resource persons.
3. Continued involvement of organization personnel and union.

RESULTS

1. Upgraded and motivated workers.
2. Improved supervisory force.
3. Extensive involvement of all levels of organization in upgrading training.

RESULTS

1. Second cycle program.
2. Leave organization with improved training capacity.
3. Commitment of organization to goals and philosophy of HIT.
4. Additional leadership for the community.

Figure 3.2

Y TRAINING PROGRAM - FLOW NETWORK

in trainees, work peers and supervisors in the organization;

- Measure important changes in such areas as morale, production, absenteeism, lateness; and provide insights on employee work-related attitudes and behavior;

- Identify problems which may affect production efficiency; suggest possible alternative solutions; and identify manpower needs that can serve as a planning tool to meet present and future staff needs.

3. Explain how the data is collected:

Who Will Be Interviewed

Trainees	(All)
Work peers of trainees	(Number equal to trainees for comparative purposes)
Supervisors	(One or more depending on number of trainees and work peers)
Entry-level personnel	(Depending on number hired to fill vacant jobs of trainees)
Management	
Shop steward(s) involved with trainees' and trainees' work peers	(One)
Target job incumbents	(Two, if available)
Union officials	(Two, outside of plant setting)

When The Interview Will Take Place

Pretraining during JTA	(Scheduled throughout (to minimize
During training,	(interference (with production
2 - 4 weeks post-training	(and training

Where the Interviews Will Be Given

Special arrangements in work plant.

Note: First and second interviews with workers and supervisors will run about one hour. Subsequent interviews will run about 30 minutes.

How The Information Will Be Gathered

- Questionnaires
- Observation of training and plant activities during training
- Company records for supplementary objective information such as absenteeism, lateness, and production efficiency.

4. List the benefits to the company of the analytic study.

    - The Institute will conduct conferences with key company representative to share information.
    - Formal presentation of findings of Trainer's experience.
    - Suggested ways to solve problems and maximize impact of the program.
    - Copy of Final Report to be submitted to DOL will be given to the company. The company will not be named in the report. Code identification of the company will be provided to the company participating in order that they may follow the report in a meaningful manner.*

The Letter of Agreement

The marketer has the task of presenting the training service as described above in such a way that it leads to an agreement by the management of an organization to "buy" the entire training program. The Letter of Agreement, while not a legal contract, implies a moral commitment not to be taken lightly by either party. The crucial test for coming to closure in a sale is acceptance of the terms of a Letter of Agreement.

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* See Volume IV of this series. The High Intensity Training Model: An Analysis of the Short-Range Impact of HIT on Underemployed Workers and their Work Environment for findings.

Each item was structured into the Letter of Agreement for a purpose. Each corresponds to the objectives of the training program to motivate, build the self-esteem and elevate the position of the low-skill worker. All should be included. Modifications or changes are to be questioned. As a general principle, it should be noted that if a change does occur, provision should be made for an item of comparable benefit to replace it. A sample copy follows.

THE AGREEMENT

TRAINING AGREEMENT between (Name of City Project) and (Company) of (City), (State). A HIT training program for (Target job and number of trainees) will be conducted in-plant (Location and organization) beginning ____________, 196_. The job task analysis will begin on or about _______________, 196_. The course will begin on or about _____ weeks after the job task analysis. (The length of the course and scheduling will be determined during the job task analysis.)

(Name of City Project) Training and Upgrading Program will:

A. Assign a trainer to conduct an analysis of training needs in order to develop a High Intensity Training program.

B. Interview and select potential candidates and submit recommendations for final class composition.

C. Consult with management and the union during the job task analysis and training phase.

D. Assist management in the selection and training of an employee of the organization in order to provide an on-going in-house training capability.

E. Provide a training manual for each trainee, the company trainer(s) and two copies for management.

F. Provide management with a progress and evaluation report on each trainee prior to course completion.

G. Provide timely follow-up for the purpose of evaluation.

(Company) will:

A. Raise the current salary from _____ (per hour) of each graduate to _____ (per hour), beginning the first pay period upon course completion. (A ___ % salary increase.)

B. Provide each graduate with an upgraded position and the new job title of (Formal Job Title) upon course completion.

C. Train on company time. (If training is given after his regular work shift, each trainee will be compensated for overtime according to the personnel practices of the organization.)

D. Make trainees available for all training sessions.

E. Provide refreshments (*e.g.*, coffee and donuts) for each training class session.

F. Provide the best available facilities for training.

G. Assist (Name of City Project) Training and Upgrading program in advising the union about the program.

H. Provide (Name of City Project) Training and Upgrading program with periodic job performance evaluations on each trainee during the program. (Forms to be supplied by (Name of City Project) Training and Upgrading Program.)

I. Support Training Program and enlist support of all supervisors and managers involved with Program.

It is understood that prior to the first class, the course starting date can be changed by mutual consent without altering the other parts of this agreement.

Signed this _________ day of _________ 196_.

(Training & Upgrading Program)	(Company Name)
(Signature)	(Signature)
(Title)	(Title)

Note: In those companies where the analytic study will take place, another item (H) should be added to the effect that the Project will: "provide a long-range analysis of results of HIT program." These findings will be made available to the company; and that the company (J) will: "cooperate with the Project in the steps necessary to carry out an analytic study."

Immediate Increase in Salary

The training agreement which the employer signs contains a clause that assures each trainee a specified salary increase averaging between 8% and 10% immediately upon completion of the HIT program. Employers might like to adopt the attitude of, "Let's see how well he works out, then in three months or six months, if he warrants it, we'll give him a raise." Without exception, attitudes like this cannot be accepted in a HIT training agreement. The increase in salary is a very significant factor. It assures the worker of an immediate reward at the end of training -- a reward that will put dollars in his pocket. To the worker who earns $60.00 a week, $6.00 added to each paycheck can be a very sizeable stimulus and motivation to do well.[14] The 8% to 10% pay increase means, too, that management is also committed to the program and will do all it can to assure its success. The increase shows to workers that management is sincere in its efforts to upgrade them.

Change in Job Title

The employer agrees, in the training agreement to change the job title of each trainee immediately upon his completion of the training program. Money is a significant factor in reinforcing the confidence of the worker in his new situation, but so, too, is the change in title that he receives with higher pay.[15] When a totally new job title is not feasible, the trainer arranges to have the designation "Senior" or "Team Leader" added to the trainee's original title to signify clearly an upgraded position.

Selection of Trainees

First, the employer must allow the trainer to participate in the selection of trainees. This involves:

- Meetings with personnel, with supervisors, with the union and with the prospective trainees.
- Analyzing the organization's personnel records of prospective trainees.
- Discussing the seniority question with unions.

Quite often management maintains that the prerogative to select people for upgrading rests with them, claiming they know the workers best. Immediately management begins to think of people to enroll in the program. Thus, even before beginning training, HIT is affecting the organization. As the program is about to begin, management starts thinking in earnest about the potential of employees who have not been given previous consideration.

However, experience has shown that when first-line supervisors are asked to submit names of prospective candidates, many react negatively: "I don't think there are any capable people in the group" is suggestive of some responses. The exceptions to this sort of reaction are rare. When management indicates that it will ask the trainer to help select on his own potential trainees for the program, supervisors are quick to offer the names of "excellent people" or "senior people." They don't want to be closed out of participation in a program which will, in fact, take place.

Our experience shows that good trainee selection turns out to be a joint function of the trainer, management and the union. In some cases, the trainer will find that underemployed workers who show initiative and make recommendations to improve production or work systems are regarded as "impertinent" by their supervisors and, thus, are kept from possible promotion. However, a low-skill worker who has recommendations for improving is, to our mind, potentially a highly productive employee. HIT seeks out such workers and encourages management to include them in the trainee class despite the negative opinions of a short-sighted supervisor.

Size of Training Class

The optimal class size should consist of 8 to 12 people. A greater or lesser number may seem more appropriate to the organization's needs, but this size class has been shown to be the most efficient size with which to work.[16]

Training on Company Time

The employer must agree to pay the trainees for their training time. If training takes place after the regular work shift, the trainees must receive time-and-a-half overtime pay. Vacation and time-off schedules are planned around the program so that trainees are able to attend each session. On the average, training classes are given in the plant two hours a day, four days a week, over five weeks, for a total of 40 hours. Whenever possible, the fifth day of the week is devoted to on-the-job-training in the target job.

Training Facilities

The employer is asked to provide a room (preferrably an executive conference room) that will be conducive to training. Reciprocal components of the program are demonstrated in the work environment and with equipment that the trainees will ultimately be using on the job. In addition, human relations, communications and money management subjects are discussed. Company management is asked to participate in some aspects of the program, a technique which helps to "unfreeze" attitudes toward the trainees.

Refreshments During Training Period

During each training session, the employer is requested to provide the trainees with free refreshments, such as coffee and cake, sandwiches and/or soup. Earning little money, and holding the most tedious jobs in the plant, the low-skill trainee needs the nourishment and the relaxation that the coffee and cake provide. This concession acknowledges both the psychological and physiological needs of the trainee. Free refreshments prepared and served by a staff member of the organization tend to reinforce the trainee's belief that management firmly supports the program. Easing the trainees' doubts and suspicions even in one small way, increases his receptivity and his learning capacity.

Assignment of a Future Trainer

The employer is asked to assign to the training program an employee who will eventually become the in-house trainer for the organization. In some instances, one of the trainees in the initial HIT program is selected to become the future trainer.

In addition to detailed instructions about the requirements of the job for which training is being given, the trainer is taught training techniques and methodology. He is also provided with a specially prepared Instructor's Manual to guide him in class discussions.

Full Cooperation of Staff

The employer is required to assign a staff member for daily liaison with the trainer. In addition, he must advise his entire staff to cooperate in every way with the trainer in order to assure the program's success. Supervisors are asked to give more than just vocal support to the program. They assist in curriculum development, in skills instruction of the trainees when called upon, in provision of facilities and supplies, and in necessary encouragement of the trainees.

In order that all the items of the agreement are discussed and understood during the sales process, a check list should be used and a precise record made of each meeting. The "Training Agreement Components" prepared by The Institute is a comparatively simple method of recording progress during a sale. (See Appendix C.) This form will help identify problem areas in the agreement and allow the Marketing Director to review them prior to actual preparation of the Letter of Agreement.

All of these stipulations are settled upon in the Letter of Agreement. Sometimes adjustments must be made to accommodate the implementation of a particular HIT program.

Experience has shown, however, that the Marketing Director and/or Project Manager must adopt a firm stance about most facets of the agreement. When a firm stand has not been taken, the results have been that the Trainer has been forced to negotiate during the training program. For example, if the salary increase or new job title is not agreed upon in the original negotiations, the Trainer has had the difficult task of dealing with management while training is underway. At worst, in this situation, the 8% to 10% salary increase has not been achieved.

In summary, The Institute experience in marketing this "product" of upgrading has shown that successful selling to the business community must be based on knowledge and understanding of the upgrading process and of all the facets of a complete HIT program. These include the components of HIT, the benefits of HIT to both the employer and the underemployed, the analytic studies of the program, and the specific terms of agreement to be made with an employer for implementation of a HIT program.

CHAPTER IV

KNOW THE MARKET

Effective marketing requires a two-dimensional store of information: a thoroughgoing knowledge of the product and a continuous grasp of the changing perspectives of the market itself. A review of product familiarity has been presented. This chapter will discuss the many facets of understanding the marketplace, its current position and future developments, and the potential customers for upgrading programs. This discussion will encompass the identification of the expressed or apparent need for the product, the type of information required prior to customer contact, the customer himself, and the extent and nature of similar products.

Patterns of Employment Growth

The market seldom remains static; therefore the product is only as marketable as its ability to reflect current business trends. In the case of training for upgrading, the knowledge of national trends of employment and also government policy, which recognizes and to some extent regulates those trends, must be an essential part of marketing. Periodicals listed in the Business Index, government publication from the United States Department of Labor, and such specialized reports as The Manpower Report of the President are all good sources of current information about employment trends. For example, the Manpower Report of the President transmitted to the Congress in January 1969, reports that "the employment expansion since 1961 has been notable not only for its magnitude and unprecedented duration, but also for its pervasiveness — for the increased opportunities it has brought to workers in practically all major industries and occupations in all regions of the country."[15] (See Figures 4.3 and 4.4.)

NONFARM PAYROLL EMPLOYMENT BY INDUSTRY DIVISION, 1961 AND 1968

(Numbers in thousands)

Industry Division	1961	1968[1]	Change, 1961-68[1]	
			Number	Percent
Total	54,042	67,930	13,888	25.7
Goods-producing industries	19,814	23,571	3,757	19.0
Mining	672	622	-50	-7.4
Contract construction	2,816	3,245	429	15.2
Manufacturing	16,326	19,704	3,378	20.7
Durable goods	9,070	11,556	2,486	27.4
Nondurable goods	7,256	8,148	892	12.3
Service-producing industries	34,229	44,359	10,130	29.6
Transportation and public utilities	3,903	4,338	435	11.1
Trade	11,337	14,067	2,730	24.1
Finance, insurance, and real estate	2,731	3,341	610	22.3
Service and miscellaneous	7,664	10,461	2,797	36.5
Government	8,594	12,152	3,558	41.4
Federal	2,279	2,735	456	20.0
State and local	6,315	9,417	3,102	49.1

[1] Data for 1968 are estimated.

Note: Detail may not add to totals due to rounding.

Figure 4.3

JOB OPENINGS RESULTING FROM CHANGE IN EMPLOYMENT AND DEATHS AND RETIREMENTS BY MAJOR OCCUPATION GROUP, 1965-1975

Major Occupation Group	Openings		
	Total	Due to employment change	Due to deaths and retirements
Total	38,780	16,525	22,255
Professional and technical workers	6,513	4,020	2,493
Managers, officials and proprietors	3,921	1,860	2,061
Clerical workers	7,835	3,430	4,405
Sales workers	2,533	1,085	1,448
Craftsmen and foremen	3,967	2,180	1,787
Operatives	4,563	1,610	2,953
Service workers, including private household	7,892	3,260	4,632
Nonfarm laborers	546	- 155	701
Farmers and farm managers, laborers, foremen	1,010	- 765	1,775

Note: Detail may not add to totals due to rounding

Figure 4.4

"Most significantly, it has also led to considerable breaking of the barriers to employment of Negro workers." (See Figure 4.4.)

An examination of the table in Figure 4.5 reveals that although some barriers to the employment of Negroes have been broken, their unemployment rate is still twice that of white workers. The marketer of a training program could make the assumption, from this information, that his best customers may be employers who are willing to hire and train Negro workers since they represent a particularly large and available labor force. Concurrent with this speculation, it would be expedient for that same marketing personnel to gain an understanding of the entire body of employment problems faced by that minority group. Figure 4.6 shows a twenty year projection and trend.

The Manpower Report continues:

> "Having a job -- but one without adequate income -- can be the most galling of employment problems in an affluent society, and perhaps as destructive of individual and family well-being as unemployment."

Further research would show that millions of workers now hold jobs paying substandard wages that are insufficient to raise the worker and his family above the poverty level. There are disproportionately large numbers of nonwhite workers, particularly women, among the underemployed.

Workers at the bottom of the occupational ladder, more often than not, come from a disadvantaged background and do not have the education required to move up to higher skill levels by conventional means. An increasing trend toward an improved level of education among workers aged twenty-five and over and a fast rate of job growth have not accomplished the unfreezing of negative attitudes toward minority-group workers. Industry still is managed by many whose prejudiced stereotyping of the low-skill minority-group worker remand that worker to the lowest level of employment. This is true even though many jobs requiring skill training are unfilled. The marketer of training programs must recognize this condition as part of the employment trend. Projections of manpower requirements in the present expanding economy are always subject to error. The task of projecting job requirements by industry and occupation is even more difficult. These calculations are, nevertheless, of great importance because they bear most directly on policy and programs. Based on assumptions of a rapidly growing economy aimed at full employment of the nation's manpower and productive

EMPLOYMENT AND UNEMPLOYMENT DEVELOPMENTS
AMONG WHITES AND NONWHITES, 1961 AND 1968
(Numbers in thousands)

Age, sex, and color	Employment				Unemployment				Unemployment rate		
	Number		Change, 1961-68		Number		Change, 1961-68		Percent		Percent Change,
	1961	1968[1]	Number	Percent	1961	1968[1]	Number	Percent	1961	1968[1]	1961-68
BOTH SEXES											
Total, 16 years and over------	65,746	75,757	10,011	15.2	4,714	2,842	-1,872	-39.7	6.7	3.6	-46
White -----------	58,912	67,600	8,688	14.7	3,742	2,247	-1,495	-40.0	6.0	3.2	-47
Nonwhite ---------	6,832	8,157	1,325	19.4	970	595	-375	-38.7	12.4	6.8	-45
16 to 19 years ---	4,106	5,793	1,687	41.1	827	835	+8	+1.0	16.8	12.6	-25
White ----------	3,692	5,206	1,514	41.0	669	640	-29	-4.3	15.3	10.9	-29
Nonwhite -------	414	587	173	41.8	158	195	+37	+23.4	27.6	24.9	-10
20 years and over-	61,639	69,964	8,325	13.5	3,885	2,009	-1,877	-48.3	5.9	2.8	-53
White ----------	55,220	62,393	7,173	13.0	3,073	1,608	-1,466	-47.7	5.3	2.5	-53
Nonwhite -------	6,419	7,571	1,152	17.9	812	401	-411	-50.6	11.2	5.0	-55
MEN											
Total, 16 years and over -----	43,656	48,044	4,388	10.1	2,997	1,437	-1,560	-52.1	6.4	2.9	-55
White -----------	39,588	43,347	3,759	9.5	2,398	1,156	-1,242	-51.8	5.7	2.6	-54
Nonwhite ---------	4,067	4,697	630	15.5	599	281	-318	-53.1	12.8	5.6	-56
16 to 19 years ---	2,313	3,243	930	40.2	478	422	-56	-11.7	17.1	11.5	-33
White ----------	2,055	2,899	844	41.1	384	323	-61	-15.9	15.7	10.0	-36
Nonwhite -------	258	344	86	33.3	94	99	+5	+5.3	26.7	22.3	-16
20 years and over	41,342	44,801	3,459	8.4	2,519	1,015	-1,504	-59.7	5.7	2.2	-61
White ----------	37,533	40,448	2,915	7.8	2,014	833	-1,181	-58.6	5.1	2.0	-61
Nonwhite -------	3,809	4,353	544	14.3	505	182	-323	-64.0	11.7	4.0	-66
WOMEN											
Total, 16 years and over -----	22,090	27,714	5,624	25.5	1,717	1,407	-310	-18.1	7.2	4.8	-33
White -----------	19,324	24,253	4,929	25.5	1,344	1,091	-253	-18.8	6.5	4.3	-34
Nonwhite ---------	2,765	3,461	696	25.2	371	316	-55	-14.8	11.8	8.4	-29
16 to 19 years ---	1,793	2,551	758	42.3	349	413	+64	+18.3	16.3	13.9	-15
White ----------	1,637	2,308	671	41.0	285	316	+31	+10.9	14.8	12.0	-19
Nonwhite---------	156	243	87	55.8	64	97	+33	+51.6	29.1	28.5	-2
20 years and over--	20,297	25,163	4,866	24.0	1,367	994	-373	-27.3	6.7	3.8	-43
White -----------	17,687	21,945	4,258	24.1	1,060	775	-285	-26.9	5.7	3.4	-40
Nonwhite --------	2,610	3,218	608	23.3	307	219	-88	-28.7	10.5	6.4	-39

[1] Estimated.

Note: Detail may not add to totals due to rounding

Figure 4.5

TOTAL LABOR FORCE, BY AGE, SEX, AND COLOR, 1955 AND 1965 AND PROJECTED 1975
(Numbers in thousands)

Age, sex, and color	Actual		Pro-jected	Number change		Percent change	
	1955	1965	1975	1955-65	1965-75	1955-65	1965-75
ALL CLASSES							
Both sexes							
16 years and over	67,988	77,178	92,182	9,190	15,004	13.5	19.4
16 to 24 years	11,668	15,653	21,061	3,985	5,408	34.2	34.5
16 to 19 years	4,637	6,353	7,865	1,716	1,512	37.0	23.8
20 to 24 years	7,031	9,300	13,196	2,269	3,896	32.3	41.9
25 years and over	56,320	61,525	71,121	5,205	9,596	9.2	15.6
MEN							
16 years and over	47,405	50,946	59,355	3,541	8,409	7.5	16.5
16 to 24 years	7,483	9,758	12,995	2,275	3,237	30.4	33.2
16 to 19 years	2,908	3,833	4,664	925	831	31.8	21.7
20 to 24 years	4,575	5,925	8,331	1,350	2,406	29.5	40.6
25 years and over	39,922	41,188	46,360	1,266	5,172	3.2	12.6
WOMEN							
16 years and over	20,583	26,232	32,827	5,649	6,595	27.4	25.1
16 to 24 years	4,185	5,895	8,066	1,710	2,171	40.9	36.8
16 to 19 years	1,729	2,520	3,201	791	681	45.7	27.0
20 to 24 years	2,456	3,375	4,865	919	1,490	37.4	44.1
25 years and over	16,398	20,336	24,761	3,938	4,425	24.0	21.8
NONWHITE							
Both Sexes							
16 years and over	7,167	8,551	10,746	1,384	2,195	19.3	25.7
16 to 24 years	1,374	1,839	2,809	465	970	33.8	52.7
16 to 19 years	540	682	1,065	142	383	26.3	56.2
20 to 24 years	834	1,157	1,744	323	587	38.7	50.7
25 years and over	5,793	6,712	7,937	919	1,225	15.9	18.3
MEN							
16 years and over	4,503	5,084	6,409	581	1,325	12.9	26.1
16 to 24 years	884	1,137	1,684	253	547	28.6	48.1
16 to 19 years	358	435	631	77	196	21.5	45.1
20 to 24 years	526	702	1,053	176	351	33.5	50.0
25 years and over	3,619	3,947	4,725	328	778	9.1	19.7
WOMEN							
16 years and over	2,664	3,467	4,337	803	870	30.1	25.1
16 to 24 years	490	702	1,125	212	423	43.3	60.3
16 to 19 years	182	247	434	65	187	35.7	75.7
20 to 24 years	308	455	691	147	236	47.7	51.9
25 years and over	2,174	2,765	3,212	591	447	27.2	16.2

Note: Detail may not add to totals due to rounding

Figure 4.6

resources and the achievement of peace in Vietnam,* the American industrial and occupational structure is expected to remain much the same during the 1965-75 period as during the past two decades.

In general, it is projected that in the nonfarm sector, the rate of job growth will continue to be faster in service-producing than in goods-producing industries, with a faster increase in durable goods manufacturing than in non-durable goods.

The impact of change in technological developments and employment patterns will vary from region to region and from industry to industry. Each marketer of manpower training programs will have to keep a close watch over the trends of his area and his strategy, as part of his Marketing Plan (See Chapter II) should reflect these trends.

An awareness of employment trends, national policy, general business projections, and an understanding of the problems of the minority-group workers who remain the largest factor in the unemployed and underemployed are all part of the pre-sales foundation necessary for the astute marketing of manpower training programs. As The Institute began Phase III activities, its recognition of these trends and projections enabled it to select cities and industries that were potentially good customers for formal upgrading training.

The target industries identified by the three city E&D projects were health and other service industries; light manufacturing; retail and wholesale merchandizing; and public agencies. These industries were chosen because they met these criteria: employment of the largest numbers of Black and other minority-group workers earning $5,000 or less; evidence of manpower shortages at the semi-skilled and skilled levels; and evidence of general employment growth. The criteria established by a fully operational, rather than E&D, project might be entirely different. Adapting HIT components to training for higher skilled jobs, for example, would necessitate another set of criteria for implementation. Much of the information acquired during marketing research will form the basis for these decisions which establish operating criteria and identity of the potential customer.

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* The specific assumptions underlying these projections prepared by the Department of Labor are: Economic growth will be sustained at an average rate of over 4 percent in real terms along with a relatively stable price structure; the unemployment rate will decline gradually to 3 percent by 1975; hostilities in Vietnam will cease by the end of 1969; the military force will total 2.7 million, approximately the same as before the recent buildup, and the proportion of resources devoted to defense will resemble that of the early 1960's, with some changes in the mix; Federal, State, and local governments will continue to increase their efforts to meet domestic economic and social needs, but there will be no radical change in composition or scale of programs; recent social, technological, and scientific trends will continue; productivity growth will continue at about the same general rate as in the sixties; and the structure of the economy will not change radically.

Know the Potential Customer

Identification of the customer, aiming the sales effort of the manpower program as precisely as possible, promotes the most efficient use of time and money. In order to make the most accurate customer identification, still another marketing step must be taken before actual customer contact: the gathering of background information about the potential customers. Like all steps of the Marketing Plan, this one takes time when the program is in its infancy and when enthusiasm to sell is at a high pitch.

The marketer must practice whatever restraint is necessary to prevent undirected and uninformed contact with businessmen who remain unimpressed with training programs that do not seem to meet their immediate needs or whose goals are vague.

During the three phases of Institute upgrading activities, customers for the HIT product have come from the following categories:

- Industries; health, retail, plastics, electrical components, light manufacturing service.
- Public Agencies; municipal housing authority, public schools and hospitals.
- Labor Unions; in municipal hospitals.

Where to Find Information

Part of the initial marketing effort for this program was to collect background information about the potential customers falling within these categories. A partial list of organizational sources follows:

Organization

- Bureau of Labor Statistics
  Constitution Avenue & 14th Street N.W.
  Washington, D. C. 20210

- United States Training & Employment Service
  Constitution Avenue & 14th Street N.W.
  Washington, D. C. 20210

- United States Department of Commerce
  14th Street between E and Constitution Ave., N.W.
  Washington, D. C. 20230

- United States Census Bureau
  General Federal Office Buildings 3 & 4
  Suitland, Maryland 20023

- AFL - CIO
  815 16th Street N.W.
  Washington, D. C. 20006

- United States Chamber of Commerce
  1615 H Street N.W.
  Washington, D. C. 20006

- National Alliance of Businessmen (JOBS)
  726 Jackson Place
  Washington, D. C. 20506

Selected Industry Publications

The following publications, distributed by local, state and national Employment Service (ES), furnish basic data that may be helpful:

- Labor Market Trend Reports (title varies by state and area) - Monthly

- Area Trends on Employment and Unemployment - Monthly
- The Employment Service Review - Monthly
- Industry Manpower Surveys - as released
- Employment and Wages - Quarterly
- Job Occupational Guides - As scheduled
- Suggestions for the Control of Turnover and Absenteeism - Special
- Skill Surveys - As scheduled

For additional publications write as follows:

> Publications of the United States Department of Labor, Subject Listing 1960 to June 1965. United States Government Printing Office, Washington, D. C., 1966.

Other Selected Department of Labor Publications

This list provides a range of information on manpower recruitment, selection, utilization, development and stabilization.

- Employment and Earnings (BLS) - Monthly and Annually
- Occupational Outlook, 1966-67 (BLS) - Biannually
- Technological Trends in Major American Industry (BLS) - Bull. 1474
- Federal Labor Laws and Programs (BLS) - Bull. 262
- Manpower Report of the President (DOL) - Report

Selected Publications of Other Government Agencies - (Largely industry oriented.)

- Survey of Current Business (Comm.) - Monthly
- United States Industrial Outlook (Comm.) - Annually

- Standard Industrial Classifications Manual, 1967 (Bu. of Bud.) - Manual

- Annual Survey of Manufacturers (Comm.) - Annually

- Catalog of Federal Programs for Industrial and Community Improvement, 1965 (OEO) - Catalog

- Census of Manufacturers (Comm.) - Special

- County Business Patterns (Comm.) - Special

Selected Public Periodicals

- Journal of Applied Psychology (Am. Psychol. Assn.) Monthly

- American Journal of Economics and Sociology (Will Lissner, Editor) - Quarterly

- New York Times - Daily

- Wall Street Journal (Dow, Jones & Co.) - Daily

- American Federationist (AFL-CIO) - Monthly

Manpower Information

The following United States Department of Labor publications may be obtained from the Superintendent of Documents, Washington, D.C., 20402, for a small charge.

- Area Labor Market Trends, mo., no charge. Classifies 150 labor market areas in labor supply categories and presents labor market developments.

- Employment and Wages, quarterly, no charge. Statistics on employment, unemployment, total taxable wages, and employer contributions. Gives breakdowns by major industry.

- Employment and Earnings, monthly, $4.50 per year.

- Monthly Labor Review; single copies, 75 cents; yearly subscription $7.50. Annual statistical supplements are available for a small additional cost.

- Occupational Outlook Handbook and Occupational Outlook Quarterly. Basic information on trends in occupations, with detail on requirements. The Handbook price is approximately $4.75, depending on the year. Price of the Quarterly, a supplement, is 35 cents per single copy or $1.25 per year.

Market Information and Private Industry

Another important source of information is the trade or business association. The trade association can provide statistics on the economic developments and employment trends of its given industry. Very often they have current studies available providing valuable information about an industry's occupational structure and problems.

For example, a survey was conducted under the auspices of the Education Committee of The Society of Plastics Engineers and The Society of the Plastics Industry (SPE/SPI) to determine the extent and nature of the manpower shortage in the plastics industry.[18] The survey revealed a serious shortage of and demand for plastics engineers, as well as technically skilled employees. These shortages, the report stated, would increase in proportion to the industry's remarkable growth pattern. Also, the report indicated that other, comparable positions requiring trained personnel were remaining unfilled. These included:

- Supervisors and foremen (tool room, processing and finding);
- Mold and product designers and draftsmen;
- Mold set-up technicians;
- Production engineers (cycle and material technicians);
- Inspectors and quality control technicians;
- Processing, accessory, and finishing machinery specialists;
- Color and material mixing specialists.

The foreward of the Society's report presented a call to action to the plastics industry and to educators to relieve this shortage by establishing new plastics courses in existing technical school curricula, as well as four-year programs leading to degrees in plastics engineering. Of interest to the Marketing Director was the fact that no where in this report was reference made to the possibility of training and upgrading present employees to the open skilled positions. Several organizations contacted through the SPE/SPI accepted with enthusiasm HIT programs to upgrade present employees. The training accomplished the following changes in varying numbers:

From	To
Assembler	Assistant Foreman
Assembler, helper	Extrusion Operator 3
Helper	Extrusion Operator 3
Extrusion Operator	Working Foreman
Machine Operator	Supervisor
Utility Man	Extrusion Operator B
Trainee	Extrusion Operator

Later, an editorial appeared in *Plastics Technology* (the magazine of plastics processing) entitled "Can You Afford a Training Program?"[19] This editorial referred to HIT upgrading as a training program that could well serve as a prototype for a national approach to a solution of the manpower shortage problem at the semi-skilled and supervisory levels. This fruitful contact and subsequent entreé into the plastics industry was possible only because some time had been devoted to the development of a potential customer. HIT then could be introduced to them as a means of solving immediate, specific problems.

Market Information and Government Agencies

Another example of how thorough background information has helped to market HIT can be seen in the project's customer relationship with government agencies. Upgrading in a government agency calls for the added dimensions of awareness of and interchange with Civil Service. While it is not possible to discuss this relationship in any detail here, it should be pointed out that many talented and able employees are caught in what is sometimes referred to as the "credentials traps." They are precluded from promotions because they do not meet educational requirements and because their level of verbal skill (which often has little to do with the promotion) makes it impossible for them to pass written competitive examinations.

These conditions called for special negotiations with Civil Service, and again background information was an essential tool for those involved in marketing and implementing the program. In each case where a Letter of Agreement (See Chapter III) for a HIT program was signed with a public agency; negotiations were also held with Civil Service. In most instances, a special agreement was reached with Civil Service.

Examples:

- The Baltimore Public School HIT program upgraded ten laborers (non-Civil Service) to the Civil Service rating of Glazier Second Class. HIT training and performance evaluations were accepted by Civil Service in lieu of three years experience and a written examination; new pay scale.
- Two Newark Housing Authority HIT programs upgraded ten laborers (non-Civil Service) to Civil Service level of Building Maintenance Workers with oral instead of written exam, and a new pay scale; another upgraded six Community Service Aides to Community Worker II, a new position created to bring minority workers to the subprofessional level and within range of professional career jobs. (New wage scale)

Market Information and Unions

It is interesting to note that as a result of a collective bargaining agreement between the New York City Department of Hospitals and District Council 37 AFSCME, 235 housekeeping aides in 21 municipal hospitals were upgraded to Senior Housekeeping Aides with a salary increment, on condition that they be trained for the new position. At the request of the bargaining groups, HIT programs were implemented in all city hospitals. This is an example of the customers (municipal government and union) seeking the services of an outside professional agency.

The likelihood of future similar collective bargaining agreements increases as the appreciation for rational upgrading processes ascends. Parenthetically, it can be noted that employees in industries where training programs take place may be members of unions. For this reason, and because it is important for the marketer to become familiar with union activities and policies (local and international), the following list of essential facts should be collected for the use of marketing personnel:

- Names of unions in industries and organizations where training will take place;
- Names of President, Business Manager, and Education Director;
- Structure and election procedures;
- Seniority policy;
- Apprenticeship Training and OJT programs;
- Upgrading policy;
- Training (internal and external);
- Relationship to other unions.

Sources of Information About Unions

- Regional and National Offices of AFL-CIO;
- Central Labor Councils;
- Industrial State Mediation
- Bureau of Labor Statistics;
- United States Department of Labor;
- Schools of Industrial Labor Relations at major universities.

The Institute has experienced some fortuitous relationships with business management that would not have been possible without a firm basis of knowledge gathered beforehand. Because a fund of information was already available, The Institute has been able to press its advantage and gain entrance into companies and agencies that would provide upgrading training situations.

General Organizational Information

The marketing personnel of a manpower program should exhibit a degree of sophistication concerning the current organizational and management practices, especially those of the target industries. For example, the organizational structure and management process of a hospital or public agency will differ greatly from those of the profit-making industries. A marketer should have enough background in the possible kinds of structures so that (1) he knows with whom he wants to deal and (2) he can readily adapt his selling techniques to suit an individual customer. The marketer should be aware of a given company's position in a parent organization and also what the possible relationships are in these situations. He should know, for example, how much authority has been granted by the larger organization, what impact a manpower program might have on the total structure, and whether future programs could be sold to other branches within an organization. Background information about the possible variations of all this is essential for making the greatest advantage from initial customer contact. (See Bibliography.)

Specific Market Information

Once a particular company or other potential customer becomes a sales target, some detailed information about it can be gained from trade associations, Dun and Bradstreet reports (if the manpower project is a member) and specialized indexes available at public libraries. Some facts that the marketer will find helpful in making sales and that the trainer will also need to know when the program begins are outlined below:

Size of the Organization

- Annual sales volume;
- Number of employees in the location where training will take place;
- White collar/blue collar worker breakdown;
- Number of plant and/or office locations — geographic area;
- Number of clients served annually (this would be a good measure of a hospital's size);
- Assets - physical and financial.

Structure of the Organization

- Privately or publicly owned.
- Profit or nonprofit.
- Authority centralized or decentralized.
- Levels of authority (The Organizational Chart).

Position of the Organization in Its Field or Industry

- Percentile of total industry sales represented by the organization.
- Is this percentile stable, increasing or decreasing?
- Current status of the company.

Manpower Policies and Programs

- Percentage of minority-group employees in white-collar positions.
- Percentage of minority group employees in blue-collar positions.
- Promotion and training policies.
- Estimated manpower needs at skilled and supervisory level for next one to five years.

Unions

- Which, if any, unions are involved with the organization?
- Percentage of employees unionized. (If more than one union, give breakdown.)
- Strength of the union(s).
- Union(s) attitude toward minority-group workers.
- How long has the union(s) been in the organization?

It is further suggested that the marketer be familiar with such management problems as high rates of absenteeism and employment turnover. He should mention these at an early customer interview, already armed with a general knowledge of that customer's difficulties in these areas. The marketer should also have a general idea of which skill shortages exist in a given company, and what that company's training capability is, i.e., is there a formal training department and has it practiced systematic upgrading?

Other Groups Serving the Market

One of the prime reasons why the Job Opportunities in the Business Sector (JOBS) program has scored its initial success* is that industry, to meet its own manpower needs, is willing at this time to tap this new manpower pool, especially when the extra costs of such hiring are covered by government funds. This is precisely the kind of information that the marketing personnel of a training program should have on hand — what other training programs are available, who sponsors them, what their goals are, and what degree of success they have met. The sales and marketing responsibilities of a training program must be able to show the customer how their program is best for him, i.e., the program in question is more likely to help him make a profit than other available training sources.

To underline the idea of industry's profit motivation, consider what would happen if an economic slow-down occurs, unemployment rises and industry has its pick of qualified workers? It is doubtful, according to economic experts, that industry would abandon its normal business practice in order to hire the least qualified and undertake full-scale training programs.

According to Richard J. Maloy, Director of Urban Affairs at Avco Economic Systems Corporation, "to really solve the problem of unemployment — regardless of the Nation's economic health — it will be necessary to trigger the profit motive if one expects to fully involve the private sector . . . industry will not respond in more than a token way unless it has a profit incentive."[20]

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* More than 1,500 companies have combined efforts with government and hired nearly 100,000 people.

The interest and cooperation of industry have been elicited through government funded NAB-JOBS program for the disadvantaged unemployed. Similar interests must be generated for upgrading the underemployed in the plant setting. Semi-skilled and skilled job openings can be filled from within an organization if a systematic approach to training is established. The stimulation provided to industry by government sponsored programs is only recently beginning in the field of upgrading. This effort will no doubt be accelerated in the next few years.

For example, since the first phase of HIT and upgrading activities in 1966, the Manpower Administration of the United States Department of Labor, has sponsored non-traditional E&D upgrading programs in Syracuse, North Carolina, and Los Angeles.

In the Syracuse Upgrading Project, the New York State Department of Labor, Division of Employment, in cooperation with the Syracuse University Research Corporation, has developed a program to establish upgrading programs with industrial firms in the metal-working industries of Syracuse. The program focuses primarily on the underutilized employee. Employers are encouraged to send their employees to the local MDTA skill center for additional upgrading training.

Another upgrading project developed under contract with the Manpower Administration is the Transportation Opportunity Program (TOP), sponsored by the Joint Council of Teamsters, Number 42 in Los Angeles. TOP is directed to upgrading people in the freight and auto service industries of Southern California. Its main objective is to raise the standards of efficiency within the transportation industry and to allow those presently employed there to upgrade their skills. This is the first upgrading program to have a formal educational center created to teach basic driving techniques. A significant number of new recruits to the industry in Southern California have benefitted, and the program has developed a number of new concepts for training people in the trucking industry.

Another localized upgrading effort financed by the United States Department of Labor and contracted with the State and County Municipal Employers Union has trained hospital employees. The need for nursing services has been mitigated as nurses aides were trained in a work-study program to become licensed practical nurses. Most of the graduates valued the dignity and respect that their new title brought, as well as the $1,000 annual pay increase.

The New Careers program, still in its infancy, is expected to generate many opportunities for skill upgrading in paraprofessional fields of various kinds: hospital or health occupations, community workers, teachers' aides and others. The whole JOBS program of NAB has built-in opportunities for moving into the upgrading area and some are being explored.

MA-5 contracts, in which private firms hire and make into productive employees a designated number of "hard-core unemployed," have been expanded to include the cost of training for upgrading present employees.

Job Opportunities in the Public Sector is a newly formed E&D training program which will make the Federal government a training and upgrading partner with government at all levels as well as with private, nonprofit public service agencies. It is to be a pilot program to place the hard-core disadvantaged in permanent employment in these government and nonprofit situations. This will include training, supportive services and elimination of meaningless qualification requirements. An integral part of the program, JOBS will lend financial support to the upgrading of current public employees.

The marketer's knowledge of these and other training programs that may exist in an area, probably serve to impress the potential customer with his awareness of the current industrial training situation. But also, customer contact is a good opportunity for the marketer to provide business management with a new perspective on his labor force of low-wage, low-skill workers. By acknowledging the growing interest and efforts in the manpower field, management is forced to see that new solutions to old problems are not only possible but that they are, in fact, operational. The Institute's experience has shown that this "unfreezing" of management's negative attitudes toward their underemployed workers is an important part of the marketing responsibility.

An appeal can be made to the continued economic health and growth of the organization:

> "The peril is that the rate of technological obsolescence will be accompanied by a waste of people trained for a disappearing society. Thus, the corporation has a responsibility, as well as an opportunity, to help employees acquire new skills and learn new ideas. Only by adjusting to change can people carry on the corporation's work successfully.

> "It is this fundamental and continuing need for educated manpower at all organizational levels that accounts for the commitment of the corporation to education on a planned organized basis throughout each employee's working career. Simply to perform its economic role in society, the corporation must find ways to assure the self-development of the individual. It is a truism that no company can move faster than its people let it; every man and woman on every job can work more effectively by learning to live closer to capacity. Thus, the corporation has embarked on a course that promises profound social contributions as well."[21]

CHAPTER V

SALES TECHNIQUES

An organization projects to the public the image it holds of itself. A clear understanding of this self-concept is essential to the sales effort. The Institute views itself and the city projects as professional organizations providing technical expertise in training and upgrading, not as simply another federally sponsored program to fight poverty. The city projects, at the same time, have assiduously attempted to avoid being identified as solely representatives of management, labor or government. They have instead assumed the role of the independent organization which acts as a catalyst for the introduction of the concepts and techniques of HIT to public and private organizations.

The sales goal, then, is to introduce these concepts and techniques in a professional manner which have proved successful in the experience of these training programs' sales and marketing force. The techniques are examined in the following order:

Direct Selling

- Qualified Leads
- Mailings
- Telephoning
- Individual Sales Meeting

Indirect Selling

- Group Sales Presentation
- Public Relations
- Mass Media

Direct Selling

The marketer or sales person, armed with the list of potential customers from the Marketing Plan (see Chapter II), determines how each is to be approached. Direct selling on an individual basis is the core of the program and this preplanning fosters an efficient and businesslike penetration of the market.

Qualified Leads

The most desirable way to introduce the product to an organization is through a qualified lead. This may be a recommendation from someone known and respected by the potential customer, a community leader, or another company in the same business. Examples of qualified leads used successfully to gain entrance have come from:

- Satisfied Users — Organizations where HIT was implemented volunteered or consented upon request to recommend the program to the management of other organizations. Each project should develop a descriptive record of satisfied users. This should include letters of endorsement from management. (See Appendix D for partial listing of companies where HIT has been implemented.)

- Members of a board of directors and the sponsoring agencies of the three city projects were kept informed of marketing plans and were requested to make advance introductions to specific companies.

- The State Employment Service provided names of contacts in organizations for which placement and other services had been performed. In some cases, the Employment Service arranged meetings of representatives from a group of organizations.

- National Alliance of Businessmen — JOBS provided lists of employers participating in MA-3 and 4 programs. The new MA-5 now includes an upgrading option that should make the prospects for sales in this area even greater.

- Trade and business associations, such as the Chamber of Commerce, Urban Coalition, the Greater Cleveland Growth Association, Greater Baltimore Committee and the Businessmen's Industrial Coordinating Council, have all cooperated by identifying specific top management people to contact for sales.

- Other manpower training organizations (i.e., CEP, Skill Centers) involved with placement of the unemployed have been helpful by indicating where they have met with interest in and need for training within organizations.

- Job Opportunities in the Public Sector (JOPS) will be training the unemployed and underemployed for permanent placement in public agencies. Part of the program calls for upgrading training; this might prove to be another source for qualified leads.

After the leads are identified, the sales person will try for an initial appointment with the correct person in the organization. Qualified leads are much more effective in "opening the door" than are "cold calls," because that "correct person" (who is probably not the original lead) is identified and is slightly familiar with the program beforehand.

Mailings

It is advisable to write to the prospective customer as an initial contact and prior to telephoning for an appointment. All letters should be brief (never more than one page), clear and to the point. Letters should be pitched toward these goals in this order:

A. General public relations pieces

B. Requests for an appointment

C. Follow-up, appreciation of and anticipation of next step

D. Renewing contact (if no response to B or C)

E. Confirmation of the signed Letter of Agreement

Mass mailings, indiscriminate saturations of local business sectors, have proved ineffective. Even when no qualified leads exist, it is better to select five or ten organizations at a time than to spend time and money flooding the mails.

During this E&D program, a unique method of choosing organizations as sales targets was quite effective. One of the three city marketers scrutinized the daily help wanted ads in newspapers for companies advertising job openings at the semi-skilled and skilled levels. His letters made reference to the ads and asked for an appointment to discuss HIT as a solution to filling those jobs from within the organization.

However they are chosen, the prospective customers should receive letters which follow the same outline and answer the same questions as those sent to a qualified lead:

- Who the sender is (professional organization, enclose brochure).

- Name of referral agent (if any).

- Purpose of the letter (product benefits).

- Why is it important to the reader. (Specific reference to company needs where possible. For example, an MA-5 employer may require the services of an outside agency to perform a job task analysis and training program before it would think of applying for the upgrading option in the contract.)

- Specify day the salesman will call for an appointment.

Experience has shown that the letter approach should be tailored to the specific occasion and organization as nearly as possible. Courtesy and prompt follow-up promotes a high correlation between the number of sales contacts and of sales successfully completed.

Telephoning

Selling should not take place over the telephone. However, effective use of the telephone can make direct mail leads become prospects and prospects become customers. The telephone company calls it Phone Power.[22] They point out that top notch salesmen, who may be effective in a personal interview, lose many potential customers for want of an effective telephone introduction leading to a sales appointment. Since telephoning can be an efficient means of reaching a great number of potential customers, some of the principles and techniques involved in the application of the telephone are examined in detail.

•Pre-Call Planning

If there is one big single factor in the use of the telephone for sales purposes that requires attention at all levels of selling, it is pre-call planning. (See Appendix E for telephone call preparation and prompt sheet.)

You must plan your telephone sales call as carefully as you do your face-to-face presentations. Most telephone calls fail because of this lack of planning. So many salesmen place the call first, and then attempt to handle the situation by ear. This won't work on the telephone.

Planning your call is not "canning it" into a series of neat speeches that leave no room for individuality. Planning your sales call is a method of organizing your ideas.

- Whom to Call

Pre-call planning includes categorizing whom to call under one of several classifications:

- Active customers
- Inactive customers
- New customers
- Suspect customers

Arrange the telephone calls according to type and make the same type of call consecutively in order to gain a consistent pattern of performance. You will find that your best prospects are right in your own files.

Also follow up all referrals, inquiries for information and mailings with a phone call to the prospect. Remember — don't let hot leads grow cold.

- Determine When to Call

Since "time is of the essence" in most of your daily contacts, maintenance of customer history records is necessary. A knowledge of where and when active customers can be reached yields mutual profitability.

In other sales situations, attempt to call at a time when you will most likely receive a favorable reception.

- Mental Picture

When you are talking to a stranger on the telephone, he forms a mental picture of you. Therefore it is important that you maintain a positive frame of mind and enthusiasm. Don't talk in a monotone. Common everyday courtesy may be more important because you can't see the person to whom you are speaking. Many times it isn't what you say but how you say it. Your voice can reflect sincerity, pleasantness, confidence and interest.

The basic rate of speech is 140 WPM. If you speak too rapidly people start listening to how fast you're talking instead of what you are saying. If you speak too slowly, it can be irritating to a listener because he's kept hanging on every word and tends to anticipate what you are going to say.

If you keep these points in mind when talking on the telephone you will project a better mental picture of yourself.

- Keys to Good Listening

Many sales are lost simply because most salesmen have a tendency to talk when they should be listening. Therefore,

- Limit your own talking. You can't talk and listen at the same time.
- Think like the customer. His problem and needs are important, and you'll understand and retain them better if you keep his point of view.
- Ask questions. If you don't understand something, or feel you may have missed a point, clear it up now before it embarrasses you.
- Don't interrupt. A pause, even a long pause, doesn't always mean he is finished saying everything he wants to say.
- Concentrate. Focus your mind on what he's saying. Practice shutting out outside distractions.
- Take notes. This will help you remember important points. But be selective. Trying to note down everything he says can result in being left far behind or in retaining irrelevant details.
- Listen for ideas, not just words. You want to get the whole picture, not just isolated bits and pieces.

- Interjection. An occasional "Yes" or "I see" shows the customer you're still with him. But don't overdo or use a meaningless comment.

- Turn off your own words. This isn't always easy, but personal fears, worries, problems not connected with contact, form a kind of "static" that can blank out the customer's message.

- Prepare in advance. Whenever possible, remarks and questions prepared in advance free your mind for listening.

- React to ideas, not the person. Don't allow irritation at things he may say, or at his manner, to distract you.

- Don't jump to conclusions. Avoid making unwarranted assumptions about what the customer is going to say, or mentally trying to complete his sentence for him.

- Listen for the overtones. You can learn a great deal about the customer from the way he says things and the way he reacts to the things you say.

- Practice listening. Make your conversations with your friends, your family, and people who serve you in places you buy, a tool for improving listening skill, for "sharpening your inner ear."

- Telephone Approach

Identify yourself, your organization, and verify that you have reached the right person. (Ask the switchboard operator, prior to connecting you, for spelling of the customer's full name, his correct title, and the name of his secretary.)

One of the biggest obstacles to reaching your contact, especially if he is the head of a company, is the secretary trained to screen calls. The letter beforehand, announcing the telephone call, is especially helpful in these cases.

During the phone call, address the secretary by name, if possible. Refer to the letter and to a referral when applicable, and say, "I must speak to Mr. _______ directly."

Because the number of manpower training programs is increasing rapidly, the prospect may seem wary during an initial phone conversation. Some companies may have developed an aversion to programs, particularly those funded by government agencies and aimed at serving the disadvantaged. It becomes particularly important, therefore, that the name and description of the selling organization be stated clearly and professionally. The customer may have been contacted by other programs and your project must not be confused with them.

•Prepare Benefits List

On the telephone you have a very short time in which to interest your customer. As a matter of fact, some experts say you must CATCH and HOLD your customer's interest in the first 10 seconds. These are the most critical seconds in any contact call. Therefore, the most important thing you have to say must be said within these critical seconds. Do not waste them.

Consider why the prospect should be interested in doing what you want him to do. What are the chief benefits the prospect will derive?

- Trained, skilled employees at no cost
- Higher productivity and quality control
- More highly motivated employees
- Lower turnover, absenteeism, lateness
- Company training capability

When listing benefits, use words that convey an image. Your own advertising material is a good source for these words. Avoid technical terms; use simple straightforward language.

•Overcoming Objections

Every day thousands of sales are made to people who, when first asked to buy, said "no." You will find a large percent of prospects who will offer objections, and if you are prepared, you will be able to answer these objections without hesitation or embarrassment. An objection then should not be considered the end of an unsuccessful contact but merely as a roadblock which must be cleared away.

- Do not object to objections; they are a very good sign.
- They indicate that the customer is listening and thinking about what you are saying. We all first think of why we should not be interested, and then we start to consider why we should.
- As long as you have your list of "anticipated" objections with answers prepared before you start the call, you will be ready.

When objections are encountered, follow this pattern:

- Acknowledge the objection.
- Answer the objection with a benefit.
- Ask him to do what you want him to do.

If it is to buy a product, you have to ask him to buy.

If it is an appointment you want, you have to ask for the appointment.

If it is information you want, you have to ask for it.

Do not assume that after you have given all the reasons the customer should do what you want him to do, you have done a good sales job. The secret is to ask for action.

•When the Prospect Says "Yes"

Since you have accomplished the objective of the call, quit while you are ahead; stop talking; confirm the information; and cordially conclude the call. Make sure that you and the customer have a clear understanding of the decision and that you both have a definite understanding of the obligations assumed.

- When the Prospect Says "No"

If your objective was not reached, be just as courteous and just as pleasant. Thank him for having given you his time and attempt to establish a definite time for a call-back. Leave the door open for a more opportune time. Your pleasant attitude at this time will surely influence him when he is ready. Be sure to always let the customer hang up first.

- After the Call

  - Note call-backs.
  - Note appointment books.
  - Keep promises.
  - Keep commitments.
  - And finally, go on to the next call.

Individual Sales Meetings

"Effective communication with others is seldom easy. It takes understanding of the things which work against a meeting of minds."[23]

Industrial psychologist Dr. Jesse S. Nirenberg points out that some of the human tendencies working against a meeting of minds are:

- Resistance to change. People do not want to exchange the ideas they hold for other ideas, particularly if their original thoughts are based on long-held attitudes.
- Distraction by personal concerns. Inner thoughts and feelings tend to draw the listener away from the subject.
- Talking before thinking. People start talking before their ideas are clearly formed and, as a result, keep changing thought direction.

- Wishful learning. People hear what they want to hear rather than listen to all that's being said.
- Jumping to conclusion. The speaker makes unwarranted assumptions about what the other person knows or accepts.
- Habitual secretiveness. People withhold information unrealistically out of a vague feeling that the less another person knows about what they are thinking, the better.

There are ways of overcoming the above tendencies so that the sales person and the customer are thinking together rather than merely exchanging words. When this cohesive conversational pattern happens, the salesman gets the customer's full appreciation of product benefits.

There are several techniques for "getting through" and achieving a meeting of minds.

- State Your Overall Objective First

This should be a short sentence or two telling him why you are there and what the product can do for him. Do not build the case or ask questions until the other person has a firm grasp of what your objective is. This process may take several minutes of discussion and requires the salesman's patience and objectivity. Remember, this may be the first time the customer has thought about some of the possibilities being offered.

- Draw Out the Customer's Related Thoughts

When an idea is first presented it brings up associations in the customer's mind that should find expression. Otherwise, they may obstruct the remainder of your message. After stating the objective, pause for the listener to say something or to ask a question that will enable him to express what is on his mind. For example, you might ask what type of training programs the company has. Eliciting his thoughts early in the interview helps to clear the listener's mind of distracting associations, gives you an insight into his interests, and enables him to move forward with the discussion.

Consciously drawing out these thoughts is an important tool to be used throughout the discussion. Another related method presents an idea and asks the listener what he thinks of it. This same question should be asked about the total product after all the ideas have been presented.

- Express Understanding of the Other Person's Position

When the listener opposes your line of reasoning or expresses anger, assure him you understand his thinking or the way he feels; then present a counter-argument. For example, the president of a company says to you, "I have tried to give these guys at the bottom a break, but it's no use. They just can't learn and they don't want to work." A reply might be, "I understand your being discouraged. If I were in your place, I might be too. But regarding their inability to learn, let's examine the system used for training, etc." Expressing understanding should lead to a more objective examination of the situation.

- Present Ideas One or Two at a Time in Digestible Units

The product you are presenting has a series of complicated ideas. A person cannot hold on to many ideas at once, especially if they are fairly complex. Keep your "speeches" short, a few sentences at a time, and elicit the other person's response before you continue.

- Quantify

When there is resistance to a line of reasoning, it may be necessary to give numerical value to your arguments. For example, work out with him the number of man-hours lost in supervisor/worker problems, turnover and absenteeism. Show how your product can help to reduce the time lost; then convert this to dollars.

- Reduce Emotional Interference

When a person becomes angry or anxious it may be because of something you have said, or it may be completely unrelated to you. Emotions press for release; they will not be soothed by logic. Stop your presentation and let him talk himself out of his anger or anxiety; express your understanding of his feelings and go on with the presentation.

- Give and Take — Through Talking and Listening

One gives by talking when one gives information, advice, praise, experiences. One gives by listening when one gives time, attention, sympathy, agreement. These acts may be done without necessarily gaining anything in return. Taking is the reverse; when one talks out emotions and problems one is taking; taking is part of listening when one receives useful information, advice, praise. A productive discussion contains a balanced amount of give and take.

Acquiring skill in the techniques outlined above requires patience and practice. Continued application of these techniques and greater familiarity with the product help these customer relations become easier and more effective.

Direct mail, telephone conversations, and personal visits to the customer are effective selling techniques when each step is planned carefully and presented in a logical sequence to businessmen. Almost any product can be offered to potential customers with these methods. When the "product" is a manpower training program, it is especially important to make the sales presentation in a businesslike, professional manner.

Indirect Selling

While direct selling methods, on a one-to-one relationship with a customer, may be expected to result in a sale, indirect selling achieves a different purpose. Indirect selling is a means of introducing the product — the training program, its philosophy, concepts, and applications — to a broad market. It is an efficient means of publicizing a program, and an excellent way to pre-educate potential customers before direct selling begins.

Group Sales Presentations

Group presentations have advantages and disadvantages which the marketing and sales personnel should weigh before initiating them.

- Advantages
    - An opportunity to sell to more than one potential customer at the same time.

- Some organizations might refuse a personal interview, but would come to a group presentation at the invitation of a friend or colleague.
- Group pressure could increase potential acceptance.

- Disadvantages

  - If group is larger than ten, it is difficult to get feedback and answer objections.
  - More than one person should present the product to a group.
  - A group presentation should not be done without the use of visual aids, which involve time and cost.

The organizations which have been designated as qualified leads should be approached for a group presentation. An organization can convene a special meeting for its staff, or extend an invitation to the sales force to attend a regularly scheduled meeting. This should not be done unless the training project is in a position to take the following steps:

- Assist in convening the meeting, if requested.
- Prepare with members of the sales force: visuals; outline of presentation; handouts, e.g., brochures.
- Perform a dry-run of the presentation.
- Plan the next sales step for presentation to those present.
- Follow up.

All of these steps are essential to a professional, knowledgeable group presentation. The sales person in charge of the meeting should be able to field questions from the group with a friendly manner that also projects businesslike posture of the training project.

He should remember that what he says and does at a group presentation will affect not only the audience present, but also their associates who will hear about the meeting, if it is outstanding, either for better or worse.

Public Relations

Public relations may be defined broadly as a planned program of communications outside of the advertising field. It is meant to foster understanding, acceptance, and cooperation in people who are outside the sphere of business management, but whose support can be valuable. For a manpower training program, public relations becomes an instrument for education of the taxpayers, other government agencies, and the underemployed workers themselves. It can contribute substantially to the goals of the marketing program and may be considered an indirect selling technique for the widest possible audience.

No matter how small the training operation, it should be possible to include public relations in the overall organizational planning. In the three city projects it has fallen to the Project Director and Marketing Director, for the most part, to plan and implement public relations practices. It is well to remember that the public image is built from the sum of all impressions formed about the project — its goals, methods, personnel. That public image can change quickly from positive to negative, and that risk should be made apparent to all personnel connected with a training program.

To help develop effective public relations, the following steps should be taken:

- Discover and list all segments of the public whose opinions are important to the program: business leaders, trade and professional associations, educators, community leaders, city administration, state officials, elected officials.
- Be alert to the attitude of these groups toward any or all phases of the program.
- Explain the policies and procedures of the program, and any other features of its operations and activities in which the public may be interested, or which the

public might misunderstand. This can be done through personal visits, telephone calls, participation in conferences, copies of letters that relate to the field of interest, status reports, general mailings, press releases.

Mass Media

Some caution should be exercised in the use of the mass media for marketing a product. Again, based on the principle of being able to deliver what is promised, until an organization is prepared to follow up leads with services, it is better to hold off a full-blown campaign. However, the mass media can and should be used as public relations tools, and when timely, as direct marketing tools.

A review should be made of the choice of vehicles, their coverage understood and limitations recognized. The principal kinds of media available are:

- Newspapers
  - Daily
  - Weekly
  - Controlled circulation papers
  - Foreign language publications
  - The ethnic press

- Magazines
  - Technical and professional publications
  - Business and trade journals
  - University publications
  - Labor publications
  - General magazines

- Special Publications
  - New books
  - Pamphlets
  - Directories
  - Service organization publications

- Audio Media
  - Lectures
  - Radio

- Visual Media
  - Motion pictures — pictures, newsreels and shorts
  - Television
  - 16-mm films
  - Posters

- Direct Mail
  - Letters
  - Telegrams
  - Circulars

- Special Media
  - Exhibits
  - School programs
  - Conferences
  - Advertising material (stickers, inserts, postage meter messages)

Determining the most suitable media should be based on the following factors:

- Cost (free _vs._ paid coverage)

- Time (danger that preparation of material can dissipate energies and not bring results)

- Available talent (to prepare audio-visual materials and written press releases)

It is possible to get free radio and television time on special community relations programs. Probably the least costly or time consuming is the news release. Releases can be written on such topics as:

- Special events

- Personalities — human interest stories

- New findings or techniques

- Business success stories

- Growth — status report to the public

- Future plans

It is also a good idea to get to know the reporters covering the kinds of stories relevant to the project. When stories in a related area are news, they may contact you for further coverage.

Other vehicles that should be considered are the trade publication and the professional journal. Especially consider those trade publications of the industries in which the product has been successfully implemented or in which a sales breakthrough is desired. Become acquainted also with journals directed to businessmen and managers in a variety of fields.

This chapter on sales techniques is not meant to be an exhaustive study. It does point out, however, some of the methods used with relative success in three phases of marketing and selling HIT upgrading programs. Each technique can be further researched and expanded upon through the experience of others in the manpower training field. It is hoped that these suggestions will act as guides and stimuli for further development of successful marketing and selling in the field.

CHAPTER VI

SELLING THE PRODUCT

The sales techniques discussed in Chapter V reflect the professional approach to the customer that business managers expect from marketing and sales people. Used in the actual sales situations, the several confrontations with the customer, these techniques for selling upgrading training programs provide varied approaches to and presentations of the product. Since each level of management — top management, middle management, supervisory — presents different problems and kinds of sales resistance, means of overcoming these and the sales closure processes will be discussed in detail in this chapter.

There has been no comprehensive evaluation to date of the sales process per se as it applies to training programs. An analysis of Figure 6.7, however, may be considered as a preliminary review which will substantiate the need for a thorough examination of the particular problems and obstacles faced in the selling of upgrading training programs.

Figure 6.7 shows a total of 249 sales contacts made by all of the city projects in the three-city training program as of May 31, 1969. Of this number, 47 or 17% resulted in sales. 57 or 21% are still considered to be potential sales. The 62% of the contacts which did not result in sales present the problem for marketing analysis. A sampling of these no-sale contacts shows several reasons for lack of success when initial contact with the customer was by telephone. The most common negative reasons given to the sales person over the phone were:

- There were no job openings for upgrading.
- There were contractual restrictions on upgrading.

Skill Achievement Institute
Operations Control Report
May 31, 1969
Sales Status
Sales Activity Data

	NEWARK		BALTIMORE		CLEVELAND		TOTAL	
Sales								
Sold								
Not Started	5		0		1		6	
In Progress	2		1		3		6	
Completed	16		11		8		35	
Total Sold		23		12		12		47
Potential Sale								
Possible	5		10		10		25	
Probable	1		7		10		18	
Likely	2		4		8		14	
Total Potential Sales		8		21		28		57
No Sale		47		68		42		157
Total Programs		78		101		82		261
Total Companies Contacted		78		98		73		249

Difference between total programs and total companies is due to the negotiation for more than a single program in a particular company.

Figure 6.7

- The company had its own training program. (Although there was no opportunity to explain the unique offerings of the product.)

- The company had other training needs, i.e., orientation programs, supervisory training. (These needs the project could not fill, by contract, unless an upgrading program was also implemented.)

A random sample of 34 out of the 157 "no sales," indicates that 15 received from 1 to 8 visits before negotiations were terminated. For example, it has been learned that tacit agreement from top management at a first meeting does not automatically lead to a final sale.

In one large retail organization, top management expressed a desire for the program. After the project marketing and sales staff members spoke with department heads, it became evident that organizational restructuring was needed before upgrading could be accomplished. The project conducted a study and submitted a proposal to management. Subsequently, the project's plan for restructuring was not accepted and negotiations ended after six visits to the organization. In this instance, management did leave the door open for a future program not requiring restructuring, but the time and effort of the project's sales and marketing staff had been diverted from other sales efforts.

The numbers and kinds of personal visits made by the salesman in the course of one sale will vary from case to case. The reasons for a sale not reaching closure will also vary.

Some of the major issues cited for failure to reach agreement in person-to-person sales have been:

- The 8% to 10% salary increase;

- Insufficient number of available upgraded positions;

- Training handled through home office;

- An unwillingness to train on company time;

- Unwillingness to provide skill instructors for program;

- Simply not interested.

Also, the salesman should remember that often the real reasons for not reaching an agreement do not rise to the surface. These negative motivations could be based on objective organizational reasons or spring from subjective reactions to the program or to the sales representative, or even to a government-sponsored agency. The salesman should be alert to these possibilities and try to distinguish between objective and subjective reasoning. He can then make the proper adjustments in his sales presentation to facilitate continued negotiations.

In the early months of the three-city project history there were a few cases in which the individual city projects accepted entry level, supervisory and orientation programs. These are all considered to be ancillary components of the HIT package and are usually not accepted without the organization's commitment to implement an upgrading program. The marketers found it most difficult to stand firm on this restriction. Therefore, these auxiliary programs were sometimes accepted and used to expedite the training experience of the staff and to accumulate a list of organizations as references for further sales. This is another example of the dichotomy described earlier: whether to adhere to the tight framework of E&D objectives or to apply the total marketing concept by filling the customer's needs.

It seems worthy of note that there is a significant demand for training programs which offer orientation and supervisory education, especially human relations training for supervisors. This cursory analysis of a sampling of sales problems is meant to draw attention to those difficulties peculiar to selling manpower training programs.

The experience of the Institute during the three-city upgrading program has shown that special problems in the sales process must be identified and, when possible, anticipated.

Sales Process

The major activities in the sales process are plotted out in Figure 6.8. The time spans are dependent, of course, on the customer's needs and interests, and therefore no set periods

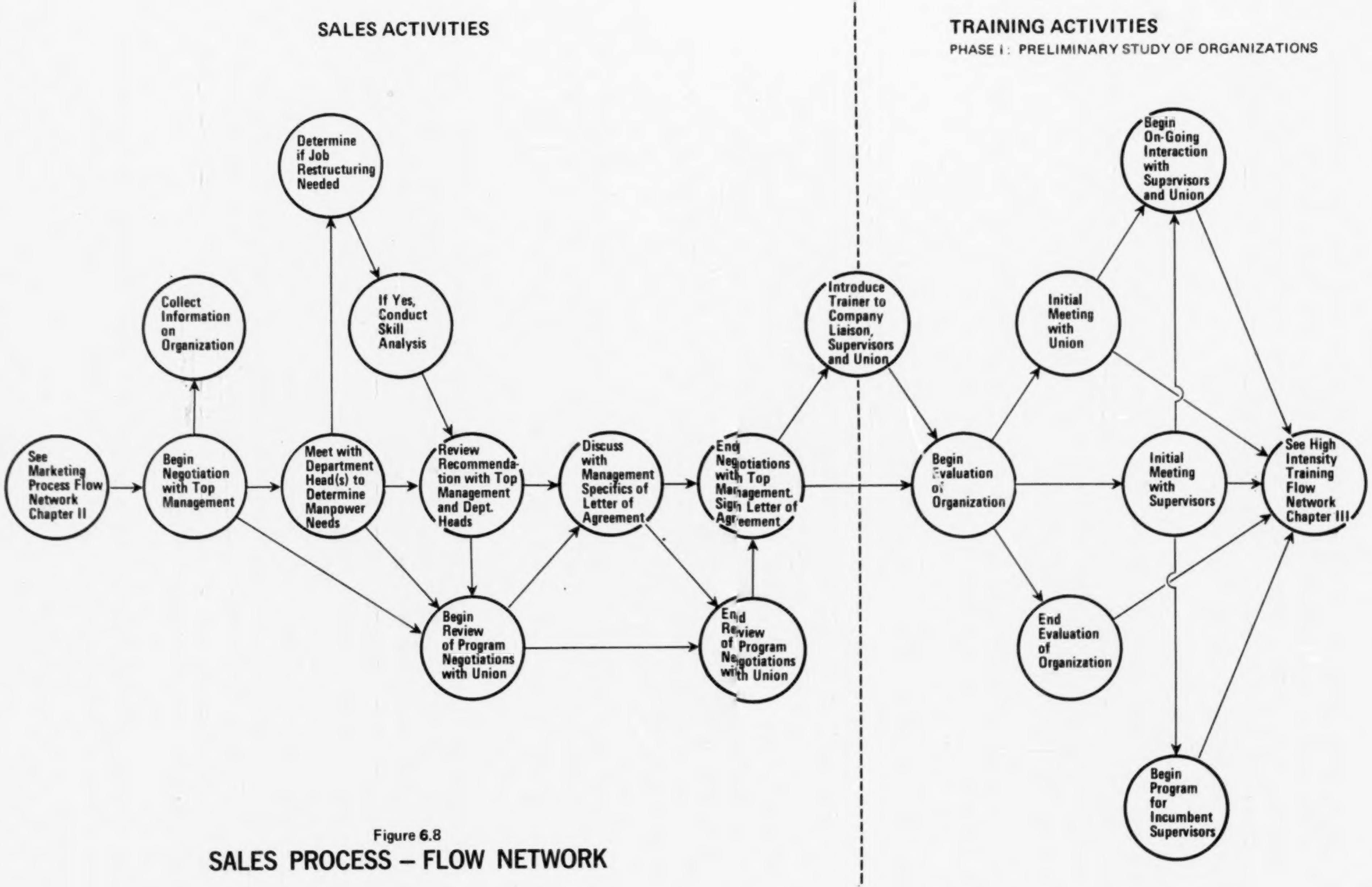
SALES ACTIVITIES
TRAINING ACTIVITIES
PHASE I: PRELIMINARY STUDY OF ORGANIZATIONS
See Marketing Process Flow Network Chapter II
Begin Negotiation with Top Management
Collect Information on Organization
Meet with Department Head(s) to Determine Manpower Needs
Determine if Job Restructuring Needed
If Yes, Conduct Skill Analysis
Review Recommendation with Top Management and Dept. Heads
Begin Review of Program Negotiations with Union
Discuss with Management Specifics of Letter of Agreement
End Negotiations with Top Management. Sign Letter of Agreement
End Review of Program Negotiations with Union
Introduce Trainer to Company Liaison, Supervisors and Union
Begin Evaluation of Organization
Initial Meeting with Union
Initial Meeting with Supervisors
End Evaluation of Organization
Begin On-Going Interaction with Supervisors and Union
Begin Program for Incumbent Supervisors
See High Intensity Training Flow Network Chapter III

Figure 6.8
SALES PROCESS – FLOW NETWORK

have been designated on the chart. From the first appointment with top management to the signing of the Letter of Agreement, the time expended by project sales staffs has been from 30 to 90 days. The number of visits to an organization has ranged from two to ten.

During this sales process, it is important that the same salesman follow through from beginning to end. In some cases, the Project and Training Directors were also involved at specific points of the negotiation to fortify the relationship between the project and the customer.

A discussion of each major activity leading to a sale, as they are depicted on the chart, follows.

Begin Negotiation With Top Management

The first contact with an organization should be made with the president or chief operational officer. He is the one who can say yes or no to any program entering his system. Experience has shown that a sale can be lost or drawn out for months if contact is not made early in the process with the man who can make the "go" or "no-go" decision. The larger the organization, of course, the more difficult it is to reach the top.

Very often the salesman is referred to the Plant Manager, or to the Personnel or Training Directors where these positions exist. Experience at this level of the organization is mixed.

At the outset there is caution, suspicion, and in some cases, hostility to an outside agency entering the system. This preliminary anxiety must be allayed with reassurances that the product can enhance the position of middle management by supplying a more efficient, productive labor force. Some Personnel and Training Directors, once convinced of the attributes of the product become strong advocates of the program and were instrumental in bringing the sale to closure. Others, however, were antagonists, and the salesman found it necessary to circumvent them by renewed appeals at other levels or through other channels.

These difficulties serve to underline the strong recommendations that initial sales contact be maintained with top managers.

CASE STUDY #1

Origin of Contact

While the Marketing Director was with the Concentrated Employment Program, that project had been approached by the assistant administrator and the personnel director of a large teaching hospital. They had requested that a program be designed whereby entry-level persons could be hired and upgraded within the plant setting at the hospital. At the time, no such service was either known to us or available in the metropolitan area, and the Concentrated Employment Program did not have the latitude to perform such services for a private employer.

Upon completing in-service training in New York, one of the Marketing Director's first thoughts was to contact the hospital because of their previously indicated interest in this particular area of training. On October 3, 1968, he called and made an appointment with the assistant administrator to discuss the HIT Program and get his reaction.

First Contact

As scheduled, the Marketing Director met with the hospital's assistant administrator on October 4, 1968, and went through a presentation of the program with him. The administrator interrupted the meeting and asked the personnel director to attend the meeting. All of the persons at the meeting seemed to be very receptive to the idea and indicated an interest. However, they said that they were also very interested in a proposal by the city to convert a high school into a specialized school teaching paramedical subjects. They also suggested that they would have to determine an area in the hospital where the HIT program could best be utilized; the food service supervision and security personnel areas were mentioned. The administrator stated that the hospital's chief administrator would have to make a final decision since the program involved space considerations. They requested that the Marketing Director send some material out to them and contact them in approximately two weeks.

The project staff compiled a booklet describing the High Intensity Training program and the background of the project and Skill Achievement Institute and forwarded this material to the hospital. On October 18, 1968, the Marketing Director telephoned the hospital personnel director, who said that they were definitely interested, but that he had not had an opportunity to read the material nor to give any thought about where the program could best be utilized. He asked to be contacted again on October 22, 1968.

Problems and Solutions

A call was made on October 22, 1968, and since the personnel director was not available, the Marketing Director spoke with the hospital assistant administrator. He said that the hospital employed security personnel under contract with a detective agency. However, he felt it might be possible to drop the contract and upgrade some of their existing work force to the position of security officer. This would involve a total of some fifty-five persons. Some of the people would be upgraded within the existing structure and others would be hired from the outside. However, the hospital had bids out on new contracts and had not analyzed the cost factors involved. Because of these factors, it was suggested that it might be as long as a couple of months before upgrading could actually be implemented. The administrator mentioned that he had discussed the program with the chief administrator, and that he had received a very favorable response. He said that he would like to discuss the idea in more detail.

On October 24, 1968, the Marketing Director finally reached the hospital personnel director, who said that the hospital had just hired a training coordinator. He said that he and the assistant administrator had had several discussions about the HIT program, but as yet they had been unable to decide on the possible areas for its use. He asked that the Marketing Director remain in touch with him as a continuous reminder of the possibilities.

On November 5, 1968, the Marketing Director received a telephone call from the chief administrator of the hospital as a return of the calls that had been made to him. The chief administrator suggested that a meeting between himself, the assistant administrator, the personnel director and the Marketing Director be set up as soon as possible, and that he would contact the project. After waiting a reasonable amount of time, the Marketing Director made several telephone calls in an attempt to contact the assistant administrator to see when it would be convenient to have the meeting. On November 14, 1968, he stated that it would be impossible to have a meeting before the first or second week in December because of various commitments. The Marketing Director received a telephone call on November 22, 1968, advising that the tentative date for the meeting would be December 10, 1968.

At that meeting, the chief administrator indicated the areas where he felt the program was needed immediately. He further stated that he wanted the program implemented at the earliest possible moment. He outlined one particular area where he felt the program should be utilized first, and he told the others at the meeting that it would be up to them to see to the program's immediate implementation.

Time Factor

The time lapse between the initial contact and the beginning of the HITA was just one day shy of three months. Considering the size of the hospital, the number of employees, and the number of problems that the hospital has faced in recent years, it seems inconceivable that it should take this long to implement a program which the hospital had previously expressed interest in. However, looking back on the situation, several things could have been done which would have speeded up the process of closure.

Observations

Even though the personnel director had expressed verbal interest in the program, when it finally came to pass, he was the most skeptical of all of the persons who had been involved in the various contacts. His interest was evident, but his skepticism became an overriding factor. He exhibited a great deal of procrastination in his cooperation with the project. The assistant administrator seems to be an indecisive individual as far as his responsibilities in the hospital are concerned. Even after other upgrading programs were implemented in the hospital, he has been undependable as an authority figure there. Perhaps much of the problem could have been eliminated or at least substantially reduced had we spoken with the chief administrator earlier in the game. There seems to be little question that he and very possibly the training coordinator were responsible for bringing the discussion to a head.

The only real sales problems that existed at this hospital was one of procrastination. The organization problems were there, the training was needed, but there was a lack of initiative on the part of the chief administrator's subordinates that really created the delay. In spite of this, the first program was finished and was deemed a success by the hospital, the training project staff, and the employees. Other program areas have been identified and are under way.

Initial Presentation to a Customer

The first meeting is the most crucial. It is not recommended that the salesman use a "canned" statement. However, every salesman should have a prepared presentation and have tested it in a role-play situation beforehand. The presentation should cover the following:

- A brief explanation of who the salesman represents and a description of the product;
- Leading questions to obtain some general information concerning manpower and/or organization problems, and especially existing training programs;
- An elaboration of some of the more common manpower problems in organizations, *i.e.*, turnover, absenteeism and low morale, and the cost of these to the organization;
- Specific references to the training program that will help to solve the manpower problems suggested by the customer (See Figure 6.9.);
- Reference to other training approaches: On-the-Job-Training (OJT), formal skill programs designed to be repeated on a scheduled basis, followed by an explanation of the unique features of the product being sold (see Chapter III on HIT); how the HIT program differs from others in methodology and concept by relating the worker and his job to his total environment, one of the major differences being that it is a training program designed to produce its impact in a short period of time;
- An explanation of how the company benefits, with emphasis on cost benefit factors;
- References to benefits for the employee and how they in turn benefit the organization;

MANPOWER PROBLEM INDICATORS — TRAINING AND UPGRADING

Apparent Operational Problems	Factual Analysis of Problems	HIT Services as Solutions
• Job vacancies on the semi-skilled and skilled levels	• Identity of jobs unfilled • Period of time jobs vacant • Reasons why jobs not filled	• Manpower and skill analysis • Skill upgrading program for underemployed to fill job vacancies • Train a company trainer
• High turnover and absenteeism	• Turnover rate — number of separations per month — average monthly employment • Absenteeism — man-days lost, total man-days scheduled per week or per month	• Develop systematic approach to training and upgrading process indicating management and supervisory interest • Provide other motivational factors on the job
• Chronic employee/supervisor difficulties on interpersonal level • Inadequate information about job procedures and manpower requirements	• Cost of delays caused by inadequate record keeping and poor communications • Man-hours lost as result of employee/supervisor frictions	• Supervisor seminars • Orientation programs • Human relations training
• Operational errors resulting in scrap or rework • Increase in customer complaints and returned goods	• Analysis of quality control system • Accounts lost or reduced • Excessive total labor and material costs	• Quality control training • Overview of organization's objectives and structure/interrelationship of departments

Figure 6.9

- Examples of how and where the product has been used by other organizations; (Copies of commendations from satisfied users would be useful. For purposes of reassuring the customer, be prepared with references he can call to check.)

- An analysis of the "cost" of the program to assuage the fears held in business of receiving "something for nothing," especially from the government, defining what is expected of the employer in terms of the cost to him, _i.e._, training on company time or time and a half overtime, and salary increase;

- A presentation of the features of the product other than the upgrading training — job task analysis, training of company trainer, supervisory training, orientation programs or an appeal to another perceived need;

- A final question to the prospect — what does he think of the ideas just presented? If the concept is accepted, pin down the next step. If objections are raised, probe reasons and give responses. Lead the discussion to positive action.

These points are a good working outline for the prepared presentation. They help the salesman concentrate on what he wants to cover and how he wants to present his product to the customer. The initial visit is too important to be "played totally by ear." The salesman must be in command of the interview at all times. If either he or the prospect move the discussion from its planned course, the salesman should have the necessary aplomb to return to the main purpose of the conversation — selling the program. (See Chapter V, Communications in the Sales Situation.)

The most common problems which provoke responses from management are employee turnover and supervisory deficiencies. Figure 6.10 indicates the cost involved in turnover in a variety of occupational levels. The American Management Association study, which presents the various methods used

COSTS OF REPLACING GOOD WORKERS WHO MIGHT HAVE BEEN SAVED
BY "EXCELLENT FIRST-LINE SUPERVISION," ESTIMATED BY NINE CONTROLLERS

Job Area and Number Employed	Skill Classifications	Estimated Range of Costs to Recruit, Process, Orient, and Train to Average Productive Level Spring 1958 Labor Market		
		From	To	Mean
Clerical				
4 to 3000; mean 450				
Lowest Skill:	File clerk, messenger	$ 50	$ 2,000	$ 300
Medium Skill:	Typist, stenographer, bookkeeper	75	5,000	500
High Skill:	Stenographer-correspondent, accountant	150	6,000	600
Highest Skill:	Secretary-correspondent, "assistant to"	250	7,000	800
Machine Production				
2 to 2061; mean 625				
Lowest Skill:	Machine operator, simple assembler	50	500	300
Medium Skill:	Complicated-machine operator, assembler	125	800	400
High Skill:	Journeyman machinist, craftsman	125	5,000	700
Highest Skill:	Artisan	400	5,000	900
Maintenance				
6 to 1110; mean 230				
Lowest Skill:	Cleaner, oiler	60	3,000	300
Medium Skill:	Routine repairs, maintenance	75	5,000	450
High Skill:	Mechanic, stationary engineer	125	6,000	600
Highest Skill:	Toolmaker, designer, power plant engineer	400	10,000	1,500
Sales and Services				
5 to 950; mean 330				
Lowest Skill:	Order taker, information clerk	60	360	250
Medium Skill:	"Average"	200	2,500	500
High Skill:	Judgment, self-direction, skills, knowledge	300	2,600	800
Highest Skill:	High technical specialization, judgment, self-direction	500	5,000	1,500
Highest Skill:	High technical specialization, judgment, self-direction	500	5,000	1,500
Professional Employees (Engineers, Chemists, etc.)				
4 to 5000; mean 325				
Lowest Skill:	Little or no experience	50	25,000	3,000
Medium Skill:	2-5 years' related experience	700	32,000	6,000
High Skill:	Highly trained, research potential	500	40,000	10,000
Highest Skill:	Outstanding research scientist	500	60,000	15,000

Figure 6.10

to calculate costs of turnover and effects, points out some of the methods the more successful companies have used to reduce turnover.

> "Of the hundreds of specific devices which have been used, recommended, and argued about in the literature, the most interesting results have been produced by the weighted application blank, the psychological test, and change in the method of training new employees."[24]

The salesman can use these personnel costs as further arguments for instituting an upgrading program. He can also point out that with a trained company trainer, upgrading can become an on-going process throughout the entire system.

Management will also often mention the underemployed worker's lack of motivation as a major complaint. Once management admits to this or any other problem, the salesman's next step is to convince management that allowing the problem to remain unresolved or to be treated in an unsystematic way, is economically unsound. It should be pointed out that turnover, absenteeism and lateness can be considerably reduced and motivation to succeed in a career increased through instituting training and upgrading.

Universally, industry appears to have a growing interest in supervisory training in the area concerning interpersonal relations. The danger for the salesman of a training program to upgrade the underemployed is to embrace this interest while neglecting the primary product. Actually, supervisory training and "unfreezing" of attitudes is a part of the HIT package because it is considered an essential element of a successful upgrading process as a whole. It may, therefore, be used as a "foot in the door" and may eventually lead to an upgrading program, but this kind of bargaining should be entered into with caution.

Every sales presentation meets with some resistance. The following represents a sampling of the objections raised at various sales presentations:

- Why create prima donnas by selecting trainees and causing morale problems among peers?

- There are too many problems involved, e.g., seniority in union contract.
- Some workers are upgrading their skills on their own initiative.
- Trainees should be asked to give their own time since the company would lose 400 man-hours.
- What of the future of trainees?
- What skills are you training for? Do you have trainees who specialize in a particular skill?
- We already have skill programs. How does yours differ?
- How do you "unfreeze" attitudes?
- We want to see samples of curriculum.
- How can training be done in a short period of time?
- What are the standards for judging those to be given new job titles and responsibilities?
- Why an 8% to 10% salary increase?

The salesman should be prepared to answer these and many other questions which serve to point out the necessity for a thorough knowledge and imaginative application of what the product has to offer. (See Chapter III of this volume.)

When the first meeting is with the decision maker in top management, in some rare instances the product may be sold then and there with none of the aforementioned resistance emerging as an impediment. This positive response can even occur before the salesman completes his presentation if he takes advantage of all the leads the prospect gives him, particularly those concerning manpower problems in the organization.

However, in the majority of cases, it will take more than one meeting to close a sale. If top management accepts the idea, usually one of two responses are given: 1) We want the program; work out the details with my ______________ manager; 2) If my ______________ manager(s) say there is a need, we would like to have your program. In neither case has a sale been made, but the tacit approval of top management helps open the door on other levels. The program now has to be sold to middle management, department heads, and supervisors.

Meet With Department Heads to Determine Manpower Needs

At this step of the sales process there is one prime rule: Never leave the responsibility of describing the product to a company middleman. At each meeting with a new person — one who is unfamiliar with the product — the salesman should be there to present an explanation of the product and a history of the discussions to date in the company. It should be understood by the department heads that the meeting has been requested by the president of the company or the administrator of the hospital, as the case may be. This use of reference to top management should help this group to decide where the product is needed. It is very important to arrest any fears of an outside agency checking on their operations. The thrust of the meeting should be to draw them out on the possible areas for upgrading and to show how the product can be of practical help to them.

In small companies and/or departments there may be two or three target jobs for upgrading. Supervisors may question the requirement of eight to ten trainees in a program since the proposed program could exclude training for the few people involved. The answer to this, in the Institute's experience, was to design multi-skill programs:

- Trainees were taught a variety of skills for use in one department;
- Trainees from various departments were taught the skills required in their respective departments and participated in the training group for other upgrading skills.

Sometimes in walking through the organization (literally and figuratively) with middle management or supervisors, the salesman can spot areas where job restructuring would improve operations and provide new target jobs. The most common case has been the creation of additional assistant foreman or foreman and supervisory positions. For example, in one organization with a high rate of turnover plus seasonal employment patterns, a scheme was devised for training assembly line workers as assistant foremen. These assistant foremen were given the title and the salary increase but performed their new tasks only at peak periods. Subsequently the nature of the company's product changed, making it necessary to hire more workers, and the assistant foremen became full-time supervisors. This is the kind of tangible reference necessary to impress managers who have day-to-day production responsibilities and production worker problems.

If the department heads agree to investigate restructuring possibilities, a return visit should be planned immediately. The salesman should take someone along from the training staff or other source, depending on the complexity of the restructuring task, to perform the analysis. Several visits may be required before the study and recommendations are complete. (See Volume III, Chapter 3, for a thorough discussion of job restructuring after sales and during the Job Task Analysis phase of HIT.)

Recommendations should then receive the approval of the department heads and top management.

Review Program Negotiations With the Union

Earlier mention has been made that the salesman must establish the fact that he represents a professional training organization. Management tends to suspect him as an agent of a union, especially if the company is not unionized. On the other hand, the union tends to view him as a representative of management.

When it becomes fairly certain that an agreement will be reached with management, the training project personnel should contact the union. Whenever possible the salesman should be present to explain the program and the role of the trainer so that misunderstandings can be averted.

In some cases, management has insisted on talking with the union themselves. On the whole, when the training program has been properly presented, the unions have responded favorably. The major areas of concern for the union have been:

- That seniority regulations be accommodated in working out the process for selecting trainees; (This is discussed in detail in Volume III.)
- That workers being upgraded receive the remuneration promised;
- That job titles and responsibilities not conflict with job categories established through collective bargaining agreements;
- That similar training and upgrading opportunities be made available to other employees.

The union should be kept abreast of the progress of the sale and informed when the Letter of Agreement is signed. Thereafter it is the trainer who remains in contact with the union during the course of the training program.

CASE STUDY #2

Origin of Contact

There were several peculiarities of interest in connection with this training program. Several people in the project had suggested that contact be made with a meat packing plant because it was a Black owned and operated firm and would probably be most receptive to our program. A trainer on our staff offered to call the owner and arrange an appointment for a presentation.

After four or five fruitless attempts to reach the owner or a vice president by telephone, it was suggested that the company was not interested in the program. Subsequently, the Marketing Director spoke with one of the project's board members, who offered to call the owner and arrange an appointment.

First Contact

On December 5, 1968, the project director and the Marketing Director met with the company owner and with a company vice president. From the outset the vice president was extremely defensive. He seemed to feel that the project was another "anti-poverty program" that had come to plague the company. During the course of the presentation, he did a complete turn-around and expressed a great deal of interest in the upgrading program. After the discussion with the company owner ended, the project representative met with the vice president, and he discussed possible areas where the program might be implemented. We agreed to meet with him again after the first of the year.

Problems and Solutions

On January 8, 1969, the Training Director and the Marketing Director met with the vice president to discuss the specific areas where training would take place and to explain the program to the plant manager. The plant manager was very skeptical about the possible success of such a program. The project representatives asked that a meeting be arranged with the union, The Amalgamated Meat Cutters and Butcher Workmen of North America, Local No. 117, since all of the employees were union members. This meeting was arranged for January 13, 1969. The project representatives met with the business representative of Local 117 and the company vice president as scheduled on January 13th. The union representative said that he could see no difficulty with implementing such a program and, as a matter of fact, the union had made several recommendations to install just such a program many times in the past. The union insisted that employees be selected on the basis of seniority. They also insisted that the project give the total plant an orientation on the program and allow a vote to be taken as to whether or not it should be installed. After much discussion the union representative said that he would drop his request for a vote, but that he would still like to have the presentation made to some of the union members. The project representatives agreed to do this at a meeting on January 15, 1969. On that day they met with approximately thirty persons in the plant and explained what the HIT program was and how it would affect the plant operations. Both the company vice president and the union representative spoke at this meeting and expressed the belief that the program would be successful. A meeting was arranged for February 3, 1969, to sign the Letter of Agreement.

Time Factor

Although approximately two months elapsed between the initial contact and the signing of the Letter of Agreement, there was little contact in the interim and little doubt from the beginning that the program would be successfully implemented.

CASE STUDY #3

Origin of Contact

The initial contact at a small electrical component corporation came from an employment service office manager assigned to the National Alliance for Businessmen's program. This assignment brought him into contact with a number of company representatives. One of these was a vice president of the corporation in question. While discussing an MA-4 program, the vice president mentioned that his company was having difficulty in filling some skilled worker positions. The employment service manager suggested the services of the upgrading project, and the vice president agreed to an appointment.

First Contact

After listening to the objectives of the training project the company manager expressed interest in the project's services. He tabled discussion on the MA-4 training requirements and suggested an exploration of an upgrading program. He explained that his company was currently considering expansion of its existing work force. This expansion required additional inspectors and repair operators. They had considered recruiting from the outside but found these skills to be in short supply. They also found that individuals recruited from another plant are not always suited for the kind of work performed.

Problems and Solutions

In attempting to upgrade, the company found that many of its employees were reluctant to take positions as inspectors. Inspectors have the responsibility of rejecting any device that does not meet standards. A rejection of a device affects the piece rate earned by the assemblers. Thus a fear of becoming unpopular with their fellow workers prevented a number of assemblers from accepting inspector positions.

The Marketing Director suggested combining the titles of inspector and repair operator. This would give the position a wider range of duties which would help make it more attractive. The Marketing Director suggested also that this new combination position be assigned a pay rate significantly higher than either of the former titles. There was some discussion as to whether this would work, but company management decided that the suggestion should be tried on an experimental basis.

At this point the union representative was invited to discuss the training plan. The representative's chief concern was with the selection process. He felt problems would develop unless everyone eligible was given an opportunity for training. To ensure that everyone was informed, the following procedure was agreed upon: 1) The union representative would talk to each potential candidate; 2) the foremen would also approach each candidate in their departments; 3) an article explaining the program would be published in the company newspaper; and 4) the training openings would be posted on the bulletin board.

In the selection process, each candidate would be interviewed by a representative of management, the union, and the project. Prior to the interviews, these representatives were to discuss thoroughly the factors which would guide them in selecting candidates. An understanding of the objectives of each of the interviewers would hopefully promote an orderly selection process.

Time Factor

Three meetings over a two-week period were required before a program was sold and the Letter of Agreement signed.

Closing a Sales Meeting

Each sales meeting has a closure point. Closure is an art in itself and another crucial link in the sales chain. The salesman must know clearly what he wants each step of the way during the sales process and toward the final closure and signing of the Letter of Agreement. It is not enough that he knows the issues. He must also be skilled in making the issues clear to all concerned and determine that everyone at a given meeting is involved in the closure.

At the first presentation, if the point of signing a Letter of Agreement has not been reached (and this would be an exceptional case), the salesman should recognize when it is propitious to end the meeting, summarize the areas of the discussion, and lead the prospect to concurring with the steps to be taken to set up the next meeting.

The salesman must develop the sense of timing for coming to final closure. Sometimes a follow-up telephone conversation with a key individual, a letter reviewing points of agreement or ensuring that the key people are present at meetings can be used to speed up closure. This requires good record-keeping and planning ahead.

It is worth noting here that a salesman must also develop the ability to cut off negotiations if it appears that closure will not be reached in a reasonable period of time.

Signing the Letter of Agreement

The final act of closure in the sales process is, of course, the negotiations that must be conducted to get the signature on the Letter of Agreement. The responsibilities of the company to their employees and to the personnel of the training project should come as no surprise at this point. The salesman of a training program should have made these facets of the program clear from the beginning. At this time his job is not to explain, but to make certain that the company's obligations are agreed upon and clearly stated in the agreement.

There were major weaknesses in some of the Letters of Agreement signed by the three city projects and the organizations with which they negotiated. For example, although salary increases contracted for actually ranged from 5% to 20%, in most instances the increases were less than 8%. Also, until follow-up visits after training were made, complete compliance with the terms of agreements has not always been the case. Some cases indicate that the projects had to prod and cajole in order to get the increases and new positions for the trainees.

The Institute's Letter of Agreement also states that the project will train a company trainer to carry out other upgrading programs.

In the Institute's experience, however, the multiplier effect has worked in too few cases. It is a component of the product that must be studied and improved, perhaps by providing an explicit reference to the number and types of programs the trained company trainer will be able to implement. This will obviously make the selling job and the final act of closure more demanding.

Another problem area of final sales has been the "suction effect" — job vacancies at entry level as a result of upgrading. A clause in the Letter of Agreement indicating that the employer will fill 50% of the jobs left vacant with the hard-core unemployed as a result of upgrading may not have been operative for a number of reasons. The records show only 34 entry-level placements out of a total of 423 trained and upgraded directly and 214 through the multiplier. This may reflect poor sales closure techniques or a flaw elsewhere in the system. Again, it can be seen as another of the specialized hurdles of the final agreement that the sales person of a training program must recognize and try to overcome.

Many times, Letters of Agreement have been signed without the amount of salary increase or the new job title being specified. This has occurred when only the target job and numbers of trainees have been agreed upon. The request was made that the trainer and company supervisors carry out the Job Task Analysis and trainee selection first. This may have meant that potential trainees will have various salary levels and job titles requiring specific arrangements upon upgrading.

It is strongly recommended that the new salary and job title not be left open-ended. Whatever contingency is involved should also be spelled out in the agreement.

CASE STUDY #4

Origin of Contact

The manager of the service placement office of a state employment service provided the lead to a major food preparation organization that services airlines. He and his staff provide regular services to the upgrading project.

In addition to recruitment, these services include the preparation of staffing schedules. These schedules are designed to help the employer identify the skills required to perform his operation more efficiently. In preparing these schedules, it became apparent to the service placement staff that the food preparation company was in need of training. Rapid expansion created demands for new skills which could not be met by recruiting from outside sources.

First Contact

The placement manager explained the kinds of services provided by the project. Shortly thereafter, a meeting was arranged between the company personnel manager, the plant manager, and the project Marketing Director. The company representatives expressed interest in the broad objectives of the program.

Problems and Solutions

There were, however, several questions that had to be answered. The plant manager pointed out that the company had a training department in Washington which is responsible for all training within the corporation. The Marketing Director suggested that training provided by the project does not supplant training provided by the company. Instead, it is an entirely new approach to training and it should be viewed as a supplement, not a substitute for their training.

An agreement was reached that the project's consultant would provide training material for review by their training department. The Marketing Director emphasized the role of the company trainer in the program, and stated that all materials developed for the program would be left with the company. If needed, additional training in HIT techniques would be given to the company trainer.

Another problem arose concerning the pay raise. The company agreed with the necessity of attaching a pay increment to ensure successful completion of the program. They felt, however, since employees had not been selected at this point, that it was impossible to say how much of an increment could be granted. This was further complicated by the fact that the salary of an employee varied according to the particular pay range for his work classification. They were absolutely sure that the increments would range between 5% and 10% and would very likely fall between 8% and 10%. Since the matter could not be resolved prior to selection of the trainees, the Marketing Director agreed that the wide range of 5% to 10% would be included in the Letter of Agreement.

Soon after the program was under way, the project training consultant learned that all trainees would receive a wage increase within the 8% to 10% guideline. This observation will be checked by a Cost Benefit Analysis which is scheduled for this program.

Observations

It is significant to note, in view of the company's initial objection to training, that it represented their first training program below the management level. The graduates of the program will form the nucleus of the supervisory staff at a new installation which will be opened shortly.

Time Factor

The time involved in these marketing negotiations covered a period from the middle of October, 1968, until the end of December, 1968.

Transition from Sales to Training — Introduce Trainer and Company Liaison

By the time closure is reached, the training project salesman should have the name of the person who will act as liaison between the training program and the company. This person should be designated by company management and he should be someone in authority. The salesman then introduces the project trainer to the company liaison, top management, and department head.

The trainer should receive copies of all background information gathered about the organization, all correspondence and reports, and the Letter of Agreement. He should also be thoroughly briefed by the salesman concerning the sales activities and the positions taken by all organization people involved.

In most cases it may be necessary for the salesman to accompany the trainer at his first meeting with the first-line supervisors and with the union representatives. Even after an agreement is signed, the first-line supervisor can make or break a program. He must be co-opted at an early stage. (See Volume III, Chapter 3.) This is especially true when some details of the agreement have yet to be decided. It has happened that the trainer has had to renegotiate the contract after he was well into the Job Task Analysis and curriculum development phases of HIT.

All these steps of the sales process of marketing upgrading training programs must, of course, remain flexible in order to accommodate specific customers and specific training needs. The procedures outlined are reflections of three separate E&D experiences which will be developed further in future upgrading programs.

CHAPTER VII

MARKETING AND SALES MANAGEMENT

"Marketing management takes on the meaning of planning a total strategy for the business — what we want to sell, what we can expect to sell, what it will cost to sell, what is needed to implement the planning – and it requires the consideration of everything that enters into the sales development of the company. It leaves no void in planning or the means and ways of execution. Everything must be integrated, from the design of the product to the ways in which it is presented to the public."[25]

Curtis H. Gager

Choosing the Marketing Staff

The people who carry out all the activities suggested by Mr. Gager contribute to a major share of the success or failure of a training program. The marketing and sales force usually make the initial contacts with company management. The impression they make at this time is, of course, a crucial factor in whether or not a training program will indeed be implemented. The choice of people who can assume this responsibility, particularly the marketing directors, becomes a decision that affects the vitality of the entire project.

Job Descriptions

The job description and manpower specifications are two of the basic management tools for effective recruitment and selection. The first of these answers the question, "What must be done?" The second answers the question, "What talents, background, and personal qualities are needed to get it done?"

The manpower specifications include background factors, general and special aptitudes, general and specialized knowledge and specified skills. All of these factors, of course, show only what the potential candidate can do. What he will do depends upon the factors of management, opportunity, and the extraneous hazards of business.

The manpower specifications were given the greatest weights in selecting the three city Marketing Directors. Only one of the three had some sales experience; one came from a governmental agency dealing with manpower programs; and the third was a leader of a well-known civil rights organization. Each of the three had a different combination of manpower specifications that manifested potential ability to perform the duties of Marketing Director. All had the ability to communicate, possessed self-confidence and exhibited resourcefulness — essential qualities in marketing and sales.

The job description for Marketing Director (originally designated as Program Developer and subsequently given the more descriptive title) was prepared by the Institute. This criterion was found to be useful not only in the selection of candidates for the positions in the city projects, but also as a guideline for their functions and duties.

JOB DESCRIPTION

Marketing Director

Summary

The Marketing Director is responsible for the entire direction and coordination of marketing training programs to industries and institutions. This includes planning, selecting, selling, coordinating and utilizing resources and personnel to implement the marketing plan in conjunction with the Executive Staff. The Marketing Director is directly responsible to the Project Director.

Responsibilities

- Coordinates all activities relating to programs.
- Develops marketing plan, sales materials, and techniques for effectively meeting the goals and objectives of the project.
- Trains and directs the sales activities of a sales force.*
- As directed by the Project Director, establishes contact with and obtains commitments from management (new job titles, increases in salary for trainees, facilities, cooperation of plant personnel, etc.) through a Letter of Agreement in exchange for the Project's services.

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* Not included in original job description.

- Assures that all the criteria established by the Executive Committee are met by management before training agreements are finalized and formally signed.
- Maintains routine contacts and works with training staff to assure the development of a well-integrated package which meets the needs of the Project.
- Reviews and evaluates sales techniques and their effectiveness in meeting the Project's objectives.
- Responsible to the Project Director; submits regular reports on activities and progress as directed.

Qualifications

Business experience in areas such as sales, job development, industrial and labor relations, anti-poverty operations, community relations, public relations, program development and/or management.

An advanced degree in a relevant discipline is desirable; however, sufficient experience in the above areas can be considered as equivalent.

Demonstrated supervisory and management ability.

An awareness and understanding of management, labor, minority groups, and the problems and needs of the low-skill, low-wage worker.

Ability to communicate effectively with the public.

General Responsibilities of the Marketing Director

Before assuming the role of Marketing Director, in-service training is necessary in the following areas:

- Knowledge of the product (HIT upgrading programs);
- Knowledge of the market;
- How to prepare a marketing plan;
- How to prepare sales materials;
- How to make a sales presentation;
- How to come to closure;
- How to manage marketing and sales;
- How to train a sales force.

This volume, as a point of fact, has grown out of the Institute's experience with in-service training for Marketing Directors. It is an essential part of program planning and implementation.

The major tasks of the Marketing Director were to:

- Prepare the marketing plan;
- Develop sales materials;
- Perform as primary salesman;
- Synchronize activities with executive group and training division;
- Review continuously marketing and sales, making the necessary revisions of plans.

Another prime responsibility that rested with the Marketing Director of an E&D training program was to form and train a sales force. As the project did not have the resources to assign him a staff of salesmen, the Marketing Director assumed full sales responsibilities and prepared other members of the staff to assist as part of a sales force.

In the three city projects, the sales force consisted of the Project Director, Training Director, and one or two trainers. (When the analytic study was being sold, the Analytic Director was included.)

The part-time sales force should, of course, receive sales training before they are given field assignments. This training is the direct responsibility of the Marketing Director and should include:

- How to prepare a presentation;
- How to make an appointment;
- How to communicate in a sales situation;
- How to come to closure.

This volume might be used as a reference or, indeed, a text for preparing such an in-service training course.

Training the Sales Staff

Most of the sales training should be concerned with selling exercises. The first step is to make sure all sales personnel are completely familiar with the product. Each salesman should be asked to make a 15-minute presentation that will communicate the concepts, methods, techniques and results of the training program. After each presentation, the other members of the training group should discuss and criticize the presentation using the following points as reference:

- Was the presentation thorough?
- Was it "customer oriented?"
- Was it persuasive?

Also included in these initial exercises should be a discussion of the basic principles of communication — organized speaking and listening.

The next step should be an exercise in persuasion. Each potential salesman is asked to pick a topic (why the listeners should participate in a seminar on human relations, for example) and use any means he wishes to persuade the group to his convictions. Again, the methods used and their relative success should be identified and criticized by the group.

As a third step in sales training, the salesman should be placed in a role-play situation. The part of the customer, perhaps taken by the Marketing Director, should be as varied as possible to give the entire group a sense of the different kinds of human characteristics they will be dealing with. Again, a discussion of each performance, its strengths and weaknesses, should follow immediately after each performance.

A fourth step to be included in this sales training should involve the sales personnel in record-keeping. Precise records and reports are essential to sound marketing techniques and cannot be emphasized too strongly. The Marketing Director will depend on these for marketing plans, research, analysis and revisions of approaches and techniques.

Other sessions should include the Marketing Director's explanation and illustration of all marketing and sales practices for the training project. These should include a thorough examination of the underemployed worker, his problems and difficulties as a minority group member, his place in the community and his potential contributions as a dynamic force in society. The Marketing Director's commitment to and belief in the program should be unquestioned, not only by the customers with whom he deals, but also the sales staff which works under his direction.

At the end of a sales training program, the sales force should be able to:

- Give an accurate, thorough presentation of the HIT training program;
- Understand the basic techniques of communication, relate them to selling, and have some practice in using them;
- Be strongly motivated to continue his efforts to improve his communicating-selling skills.

First Sales Efforts

The auxiliary sales force should, of course, have some internship in the field, working individually with the Marketing Director. As a general rule, the first sales assignment should be to what might be considered an easy sale. The salesman should gain the experience of success before he encounters the sense of failure of lost contacts and broken negotiations that are part of every selling experience.

It is recommended that the entire training staff be given at least a brief orientation to sales even though they are not part of the sales force. They will be required to explain or "sell" the product many times over to personnel and training staff members and to first-line supervisors during the course of program implementation.

The Marketing Director and the Training Staff

Synchronization and cooperation between the Marketing Director and the Training Director is imperative. In a very real sense, the Training Director, the producer of the product, depends on sales to keep his staff performing to capacity and, conversely, the Marketing Director depends upon the training staff to produce what has been sold.

The Marketing Director should know the strengths and weaknesses of the training staff so that, for example, when scheduling a program for a production job in heavy industry, he is sure the trainer with the greatest aptitude in this field is free for the assignment. And, as the sales process becomes the training process (See page 101.), coordination between the Marketing Director and the Training Director concerning the factors of time, personnel, and equipment becomes absolutely essential.

In conclusion, the Marketing Director of an upgrading training project must assume the role of planner, researcher, analyst, trainer, and salesman. He must be the manager of a sales force drawn from various divisions of the project. He should be committed to the philosophy of upgrading and be willing to accept difficulties and challenges. He is not an easy person to find, but his role often elicits the best in the person so designated.

APPENDIX A

OPERATIONS CONTROL REPORT

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-1

Operations Control Report
May 31, 1969

Training Data

Number of Trainees

	NEWARK		BALTIMORE		CLEVELAND		TOTAL	
	A	B	A	B	A	B	A	B
Trainees-Completed	162	154	102	13	86	0	350	167
Trainees-In Progress	33	0	10	47	30	0	73	47
Total	195	154	112	60	116	0	423	214
Contract Goal	350	350	350	350	350	350	1050	1050
Trainees To Be Trained	155	196	238	290	234	350	627	836

Industry Characteristics of Trainees

	A	B	C	A	B	C	A	B	C	A	B	C
Manufacturing	139	154	140	31	0	200	28	0	200	198	154	540
Retail & Wholesale	0	0	70	8	0	50	28	0	70	36	0	190
Health	31	0	90	54	44	50	26	0	40	111	44	180
Public Agencies	25	0	50	19	16	50	0	0	40	44	16	140
Services	0	0	0	0	0	0	34	0	0	34	0	0
Total	195	154	350	112	60	350	116	0	350	423	214	1050

A - First Cycle Trainees - Trainees trained by staff.
B - Multiplier - Trainees trained by client company staff.
C - Quotas

Contract No. 82-34-68-19 Skill Achievement Institute Schedule A-2

Operations Control Report
May 31, 1969
Demographic Data-Trainees

	NEWARK		BALTIMORE		CLEVELAND		TOTAL	
	A	C	A	C	A	C	A	C
Male	116	87	40	10	36	0	192	97
Female	79	67	72	50	50	0	201	117
Total	195 (1)	154	112 (2)	60	86 (2)	0	393	214
Black	135	119	92	56	77	0	304	175
Spanish Speaking	35	23	0	0	0	0	35	23
Other	25	12	20	4	9	0	54	16
Total	195 (1)	154	112 (2)	60	86 (2)	0	393	214

(1) Represents total of trainees who have completed training or are in progress.
(2) Represents number of trainees who have completed training only.
A - First Cycle
C - Multiplier

Contract No. 82-34-68-19

Skill Achievement Institute

Schedule A-3

Operations Control Report

May 31, 1969

Training Data

Number of Trainees - Other

	NEWARK	BALTIMORE	CLEVELAND	TOTAL
Trained Trainers	18	18	18	54
Trained Supervisors	26	32	29	87
Entry-Level Placements	24	10	0	34
Other Programs	121	0	9	130

Trained Trainers - Client company staff members trained to be trainers.

Trained Supervisors - Client company supervisory staff trained in upgrading program.

Entry-Level Placements - Entry-level positions created/filled via upgrading programs.

Other Programs - Non-upgrading programs.

Contract No: 82-34-68-19 | Skill Achievement Institute | Schedule B-1

Operations Control Report | May 31, 1969

Sales Status

Sales Targets

	NEWARK		BALTIMORE		CLEVELAND		TOTAL	
	A	B	A	B	A	B	A	B
No. of Programs Needed	16	20	24	29	23	20	63	69
No. of Programs Planned	4	0	18	0	12	18	34	18
Over/(Under)	(12)	(20)	(6)	(29)	(11)	(2)	(29)	(51)
No. of Program Months Remaining	3		5		7			

A - First Cycle
B - Multiplier

Contract No: 82-34-68-19 Skill Achievement Institute Schedule B-2

Operations Control Report May 31, 1969

Sales Status

Sales Activity Data

	NEWARK	BALTIMORE	CLEVELAND	TOTAL
Sales				
Sold				
Not Started	5	0	1	6
In progress	2	1	3	6
Completed	16	11	8	35
Total Sold	23	12	12	47
Potential Sale				
Possible	5	10	10	25
Probable	1	7	10	18
Likely	2	4	8	14
Total Potential Sales	8	21	28	57
No Sale	47	68	42	157
Total Programs	78	101	82	261
Total Companies Contacted	78	98	73	249

Difference between total programs and total companies contacted is due to the negotiation for more than a single program in a particular company.

Contract No: 82-34-68-19

Skill Achievement Institute
Operations Control Report

Schedule C

Cost Effectiveness

Total Program To Date

	NEWARK Amount	NEWARK %	BALTIMORE Amount	BALTIMORE %	CLEVELAND Amount	CLEVELAND %	TOTAL Amount	TOTAL %
Costs								
Budget	326,731	100	329,231	100	329,231	100	985,193	100
Expended	204,803	63	159,075	48	152,774	46	516,652	52
Balance	121,928	37	170,156	52	176,457	54	468,541	48
Start-Up Costs	85,049	26	56,001	17	48,906	15	189,956	20
Trainees-First Cycle								
Goal	350	100	350	100	350	100	1050	100
Completed/In Progress	195	56	112	32	116	33	423	40
Balance	155	44	238	68	234	67	627	60

Contract Inception To Date

	NEWARK Amount	NEWARK %	BALTIMORE Amount	BALTIMORE %	CLEVELAND Amount	CLEVELAND %	TOTAL Amount	TOTAL %
Costs								
Budget	257,549	100	188,601	100	224,906	100	671,056	100
Expended	204,803	80	159,075	84	176,457	78	540,335	80
Balance	52,746	20	29,526	16	48,449	22	130,721	20
Programs								
Planned	25	100	17	100	22	100	64	100
Completed/In Progress	18	72	12	71	11	50	41	64
Balance	7	28	5	29	11	50	23	36
Trainees								
Planned	327	100	170	100	220	100	717	100
Completed/In Progress	195	60	112	69	116	53	423	59
Balance	132	40	58	31	104	47	294	41

APPENDIX B

INFORMATION ON ORGANIZATION

(Prior to Contact)

APPENDIX B

INFORMATION ON ORGANIZATION
(PRIOR TO CONTACT)

Industry ______________________________

Type of Company ______________________________

Name of Company ______________________________

Address of Company ______________________________

(Location: In city, county - outside) ____________________

Telephone Number ______________________________

Director - Name and Title ______________________________

Other Key Person ______________________________

Number of people employed ______________________________

Number of minority ______________________________

Occupations - Clerical & kindred workers ____________________

Pay scale in industry ______________________________

COMMENTS: ______________________________

____

____

____

____

____

APPENDIX C

MARKETING FORMS

PROJECT QUOTAS (A)

Date Form Submitted

Submitted by Name Position

Location

Industry (In order of priority)	Criteria Determining Priority Assignment	No. of Companies per Industry	No. of Programs Projected		Projected Numbers	
			1st cyc	2nd cyc.	Trainees	Company Trainer

PROJECT QUOTAS - Cont.(B)

Types of Program (In order of Priority)	Types of Skills (In order of Priority)	Trainee Quotas		Other
		Desc.	No.	

Bi-Weekly Summary of Sales Activities (A)

Time Period Covered ________________________
Mo. Day Yr. Mo. Day Yr.

____
Submitted By:

____
Location

Date of Contact	Industry	Co. Name/Address/Ph.No.	Source of Contact	Type of Contact		Type of Program Discussed
				Tele.	Visit #	

Bi-Weekly Summary of Sales Activities (B)- Cont.

Time Period ______________________________

Mo. Day Yr. Mo. Day Yr.

Co. name (Cont.)	Company Negotiators		Status of Negotiations	Date of next Meeting	Target Date for Completion
	Name	Position			

ecord of Preliminary Negotiations

ame of Company ______________________

ate Submitted Mo. Day Year ______ Submitted by ______

ate Negotiations began: Mo. Day Yr. ______ Location ______

. Company Name ______________________

. Address ______________________
Street County Zip Code

. Products or Services (General Description) ______

. Phone Number ______________________

. Initial Contact ______________________
Name

. Source of Contact (Check appropriate answer(s).)

____Project contact firm	____Firm contacted Project
a) Repeat of HIT (resale) ___	a) Repeat of HIT (resale) ___
b) Suggested by another firm___ Specify ______	b) Proj.recommended by another firm ___ Specify ______
c) Suggested by an org. ______ Specify ______	c) Proj. recommended by another org.____ Specify ______
d) Result of personal contact (Previous acquaintance with management personnel) _____	d) Result of personal contact (Previous acquaintance)___
e) Read about firm ______ Where? ______	e) Read about Project ______ Where? ______
f) Firm suggested by member of Board of Directors ______ By Advisory Committee _____	f) Project recommended by member of Bd. of Dir. ______ by Advisory Committee ____
g) Other ______	g) Other ______

7. Record of meetings required to sell programs (Record in chronological order all meetings held in which the components of the training agreement are introduced and preliminary information about the company is secured.) At the point a firm commitment for a program is made by the company, or the company has definitely rejected the training program, copies of this form can be submitted to persons indicated on the Form Explanation Chart for 005-2. Form 005-3 should be used to record details of the agreement.

   The following code should be used in assessing the results of the meetings recorded:
   a) Commitment made
   b) Interested, another meeting scheduled
   c) Interested, no meeting scheduled now; approach at later date.

Date of mtg.	Persons Attending: Name Position	Representing Company, Union Proj., other	Assessment Use Code Above

8. Preliminary Company Information (obtain by interview or observation)

a) Total number of employees in company ______________

b) Number (or percentage) of employees

White		Black		Puerto Rican		Other	
M	F	M	F	M	F	M	F

Comments: ____

____

c) In which department(s) do most low-wage, low-skill employees work?

____

____

d) Who would be assigned as company liaison(s) for a HIT training program?

Name	Position/Title	What will he have the power to do?

e) Are there any other federal programs (MA 2, MA3, OJT) being conducted in or by the company at present?

Yes________ No __________

If YES, name them ___________________________________

____

____

f) Initial contacts with Unions
1) Unions involved with the company

Union Name	Local No.	Employees rep.		Key Contact	
		Dept.	No.	Name	Position

2. Will company help make contact with union representatives? Yes _____ No _____

If no, explain ____

____

3. Does the management think the union will support the program? Yes _____ No _____ If not, why not? _______

____

____

____

COMMENTS: ____

____

MARKETING ANALYSIS FORM

CITY: ________________ FOR MONTH BEGINNING ____________________ ENDING ______________

LIST OF COMPANIES CONTACTED - NOT RESULTING IN SALES

Company Name, Address and Telephone Number	Name and Title of Person Contacted	Number and Type of Contacts	Reason Given for Not Accepting HIT Program	Comments

RECORD OF PROGRAMS SOLD

CITY: __________ FOR MONTH BEGINNING _____ENDING: ______

PROGRAM NUMBER: ____

Company Name, Address and Telephone Number	Name and Title of Contact for Reference

Dept. or Area:

Present Job Title:

Present Pay Scale:

New Job Title:

New Pay Scale:

HITA Begins:

Training Begins:

Number of Trainees:

Company Trainers:

Company Supervisors:

UNIQUE FEATURES:

(Describe any special agreements, arrangements or features connected with this program.)

Training Agreement Components

Date Form Submitted______________________ ______________________________

Month Day Year Submitted by

____

City Project

Organization: ____

NOTE: Fill out one form for each separate training program.

1) Training program to be conducted
   a) Preliminary job analysis of existing jobs to be conducted project staff as part of contract? Yes _____ No _____

   b) Check kind of program

Kind of Program	Yes	No	New Job Title
1. Job restructuring a) New job function added			
b) Restructuring of existing jobs to create new job function			
c) Other (explain) __________			
2. Upgrading (new position already exists) of persons already employed			
3. Generalized training ("flying squad"): Training for one of several job slots.			
4. Training for employees just employed.			
5. Other (explain)			

2) Other training program(s)
   a) Has the company made a commitment to more than one training program? Yes _____ No _____

b) If yes, how many? ______________________________
1. Check one: Will additional program(s) be conducted by company trainer? _____, by project staff? _______.
Other (explain) ____________________________
____

2. Check one: Additional program(s) to run simultaneously with present program ________________ or successively _______________________?

3. Personnel involved in training program

a) Trainees

1. Total number of trainees in program _____.

2. Is the total number of trainees divided into subgroups (classes?) Yes _____ No _____

3. If yes, how many groups are there?

Group (class)	No. of Trainees
#1	________
2	________
3	________
4	________
More than four (specify)	________

____

____

b) Project Personnel

1. Project Trainer(s) assigned to program (include Assistant Trainers).

NAME	POSITION	Assigned to what group?

2. When did Trainer(s) become involved in negotiations?

____
Month Day Year

c) Company personnel

1. Supervisors of Trainees

NAME	DEPARTMENT	POSITION

a) Will company assist with organizing a meeting of project staff with supervisors above during the JTA period? Yes _____ No _____

2. Company Trainer(s)

NAME	DEPT.	POSITION	SELECTED BY			OTHER
			CO.	UNION	PROJ.	

b) Criteria for selection of Company Trainer

Seniority ______________________________

Interest ______________________________

Leadership ability ______________________________

High scores on management tests (specify)______

Other ______________________________

c) How trained?

Along with trainees? ______________________________

Special training sessions? ______________________________

Other? ______________________________

3. Any other company personnel to be involved with training program (e.g., as consultants) not listed previously?

NAME	DEPT.	POSITION	HOW/WHY INVOLVED

d) Union Personnel & Relationships

1. Liaison person(s) from union

NAME	DEPARTMENT	Union Local # and Position

2. Was contact made with city-wide union to which local(s) involved belong(s)? Yes _____ No _____

____
Month Day Year

With whom? _______________________________
Name Position

3. Does the union support the program? Yes ____ No ____

Explain _______________________________________

4. At what point did union representatives become involved in negotiations or discussions about the program?

Approx. Date ___________________ Circumstances:
Mo. Day Year

Explain: _______________________________________

____

____

____

4) Method of Trainee Selection

a) From what shift will trainees be selected?

8 AM-4 PM ____ 4 PM-12 AM ____ 12 AM- 8 AM ____ Other ____

b) Selection pool (Check appropriate category)

Selected From:	Co.	Selected By: Union	Proj.	Other (specify)
1. One department only Specify ____				
2. More than one department. Specify ____ ____				
3. Pool (preselected)				
4. Entire low-wage roster				
5. Other (explain) ____ ____ ____				

c) Criteria for selection of trainees if determined at this point:

Seniority ____

Interest ____

Leadership ability ____

High scores on tests (specify) ____

Other ____

5) Length of program

a) Total hours of training ____

b) Days per week (check)

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Hr. of Trng. (E.G.2-4 PM							
Total number of hours daily							

c) Starting date of JTA ______________________
Month Day Year
Projected date for completion of training program:
____
Month Day Year

6) Company obligations re training program
a) Wage Increase

Departments (specify)	Present Income	Projected Increase	% of Increase

Check if applicable
b) Payment for training time _____ overtime _____
c) Time off for leadership conferences _____ with pay ____
d) Refreshments _____
e) Meeting facilities provided _____ Describe ________
____
f) Company representatives will participate in initial and graduation ceremonies ____________

7) Entry job recruitment (jobs vacated through training)
a) To be filled with unemployed? Yes ___ No ___
% of Unemployed _____
b) If yes, how will unemployed persons be selected? (Check appropriate answer.)

	Check	Criteria(Explain)
Company personnel office ("walk in")		
Referred by company employees		
Active recruitment through media		
Active recruitment-personal contact		
Upgrading Project to recruit employees		
Agency referrals (specify agency)		
Other		

8) Special Services (Check appropriate answer)

a) Requested by company _____ Suggested by project _____

b) Types of services to be provided

1. Language training _____
2. Human relations _____
3. Basic education classes _____
4. Involvement of non-trainee _____
5. Special training for company trainers _____
6. Plant orientation _____
7. Supervisors' training _____
8. Other (specify)_____

____

____

9) Signing of sales contract.

a) Date contract signed ______________________________

Month Day Year

b) Signed on behalf of company by whom?

____

Name Position

c) Date letter of agreement sent to company

____

Month Day Year

Addendum: Analytic Agreement

Note: Details (contained in parentheses should be given only when management presses for them since the initial objective is to obtain general acceptance of the analytic package.

1. Management agrees to an analytic package with the following components:

   a. Interviews will be permitted with company personnel (up to three interviews with the following: trainees; non-trainees in equal number; selected supervisors; at least two management representatives; shop steward(s); selected incumbents of target job)?

      Yes _____ No _____

   b. Production and personnel records regarding trainees will be made available ? (individual, department)

      Yes _____ No _____

   c. Return visits by analytic staff will be permitted? (Up to three?) Yes _____ No _____

   d. Supplementary information on the firm's operations will be available (e.g. marketing information; information on organizational structure; personnel policies and procedures)? Yes _____ No _____

   e. Joint interviews involving management representatives and project personnel will be permitted?

      Yes _____No _____

APPENDIX D

A SAMPLE LISTING OF COMPANIES WHERE HIT UPGRADING PROGRAMS HAVE BEEN IMPLEMENTED

APPENDIX D

A Sample Listing of Companies Where HIT Upgrading Programs Have Been Implemented

City	Private Industries (Mfgr., Food Service, Retail & Insurance)	Public Agencies	Health Services
BALTIMORE Phase III	Holtite Mfg.Co.Inc. H.G.Parks, Inc.* L.Gordon & Son, Inc. Hochschild, Kohn & Co.	Baltimore City Public Schools*	Union Memorial Hosp. Johns Hopkins Hospital* Provident Hospital
CLEVELAND Phase III	ITT Lighting Fixture Div. (Art Metal Operation)* Cole National Corp. Giant Tiger Stores, Inc.* Stouffer Frozen Foods* Eagle Laundry Call & Post (News.) American Screw Products Company Cook United Company		Forest City Hospital Assoc.* Cleveland Metro.Gen. Hospital
NEWARK Phase III	Curtiss-Wright Corp.* Blonder-Tongue Inc.* Monsanto Chemical Co. Blue Cross/Blue Shield of New Jersey (Ins.)* Marriott In-Flite Services McGraw-Edison Consortium - Drug Companies Hofman LaRoche	Newark Housing Auth.*	N.J.College of Med. & Dent.* Martland Hospital Unit

* Two or more programs in various departments.

City	Private Industries (Mgfr., Food Service, Retail & Insurance)	Public Agencies	Health Services
NEW YORK CITY Phases I and II	Multiple Products Mallory Randall Anchor Plastics Lane Lifeboat Mfg. Royal Lancer Restaurant Slater Glass Laboratories Ideal Toy ACR Electronics Tri-Point Harte & Company Maynard & Company Crescent Plastics Felsenthal Plastics Star Cleaning Dillon-Beck Dean Products Pitney-Bowes Blue Cross/Blue Shield Insurance Grumman Aircraft Sachs Quality A&S Department Store	*Nineteen Municipal Hospitals	*Ninteen Municipal Hospitals Plus NYU Medical Center/ Bellevue Kingsbridge Misericordia Jewish Hosp. Montefiore NY/Cornell Hospital Catholic Medical

* Nineteen Municipal Hospitals - Listed under both Public Agencies and Health Services.

APPENDIX E

TELEPHONE CALL PREPARATION AND PROMPT SHEET

TELEPHONE CALL PREPARATION AND PROMPT SHEET APPENDIX E

SMILE

DATE

OBJECTIVE

Organization:

Name of Contact:

Marketing Information:

HINGE
(Reason for call)

KEY BENEFIT - INTEREST CREATING REMARK

BENEFITS TO CUSTOMER

ANTICIPATED OBJECTIONS	ANSWERS TO OBJECTIONS

"ACTIONIZER"

FACT FINDING INFORMATION
(Open Questions)

TEST QUESTION
(Elicit "Yes" Answer)

CLOSE - CONFIRMATION

OPERATIONAL DEFINITIONS

OPERATIONAL DEFINITIONS

Customer/User	The organization where HIT is implemented.
High Intensity Training (HIT)	A systematic means of offering underemployed workers in-plant skill, human relations and self-development training and upgrading for specific jobs and at the same time altering negative attitudes and behavior of first-line supervisors and management.
Letter of Agreement	List of services to be provided by the producer and the terms to be met by the customer, written in the form of a letter and signed by senior representatives of both groups.
Marketer	Person responsible for marketing planning and management.
Marketing	Establishing organization objectives and marketing functions based on the expressed or created needs and desires of the customer.
Multiplier Effect	The feature of HIT which leaves an in-plant upgrading training capability by training company trainers.

Product	The service, in this context, the High Intensity Training Package "sold" to an organization.
Sales	The process of preparing the product (service) and selling to the customer.
Salesman	Member of the Sales Force assigned responsibility for customer contact, sales presentation and closure.
Underemployed	Workers who hold full-time jobs but who are performing tasks requiring little if any skill and who are employed below their potential level of ability.
Upgrading	A process and procedure of upward mobility of employees from the lowest to higher occupational levels having greater skill requirements and commanding higher rates of pay.

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A report on an upgrading feasibility study in the New York City area. It describes in detail the possibilities for introducing programs designed for upgrading the underemployed workers in five industries (hospitals, plastics, restaurants, electrical components, and retail groceries). The workers, their working environment, and specific training programs are discussed. This comprehensive work also includes a High Intensity Training model, field experiences and research finding. An accompanying summary volume, An Overview, relates the highlights of the project.

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Phase II Project Extension: A Proposal for Upgrading Low-Skill, Low-Wage Employees. 1967.

This proposal describes the planned second year of operations of training low-skill workers for better jobs. It includes plans for English language proficiency training, for training company trainers to conduct upgrading programs and for in-service training of the project's personnel. Also included is a detailed description of the developing concepts of High Intensity Training.

Upgrading the Low-Wage Worker: An Ergonomic Approach. 1967.

On September 1, 1966, Skill Advancement Incorporated contracted with the Office of Manpower Policy, Evaluation and Research, United States Department of Labor, to develop and demonstrate innovative methods for training and upgrading low-skill, low-wage workers. This publication is a four-volume description of the project.

Volume I of this series contains an overview of training and research activities during the past year and a management report on project administration.

Volume II reports one year of developing and testing innovative training techniques; of unfreezing management and union attitudes; of opening up new opportunities and creating new hope for disadvantaged workers in the New York City area. It reports a program which achieved its training objectives through the full involvement of employers in the upgrading of underutilized manpower — seventy-five percent of whom were minority group members.

Volume III discusses the research design and preliminary findings of the Employee Research Study and examines the work attitudes, behavior and motivations of the low-skill worker.

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FOOTNOTES

FOOTNOTES

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Final Report to

United States Department of Labor
Manpower Administration

Contract No. 82-34-68-19

VOLUME III

UPGRADING THE UNDEREMPLOYED IN THE WORK ENVIRONMENT: High Intensity Training Methodology

PART I: Handbook for Implementation

Edward J. Giblin

PART II: Field Review of Selected Programs

Walter E. Morgan

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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July 31, 1969

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EDITOR'S NOTE

This is Volume III of a four-volume report on an eighteen-month E&D contract from the United States Department of Labor, Manpower Administration. The reader will find that the entire report is cross-referenced according to subject matter when this seemed advisable. The other volumes and their subjects are listed below:

> Volume I, An Applied Model for Project Management, sets forth the managerial parameters used in the system management of the three-city upgrading program. It also gives a detailed account of the initiating activities and subsequent operations organization and controls.
>
> Volume II, Guidelines for Marketing and Sales, records the marketing experience of the three city projects and sets forth the philosophy, strategy, and sales techniques employed to initiate upgrading training programs in the field.
>
> Volume IV, An Analysis of the Short Range Impact of High Intensity Training, is a discussion of the findings of a panel study conducted by the Institute and its field analytic task force.
>
> Summary Volume, Upgrading the Underemployed in the Work Environment: A Summary of the 4-Volume Report.

Footnotes are listed according to the chapter in which they appear in the last section of the volume. A glossary of Operational Definitions has been included for the reader's convenience and also appears near the end of the volume. The Annotated Bibliography lists the material published by the Institute during its association with three phases of E&D upgrading activities.

PREFACE

A handbook, by its very nature, is never an original treatise on a subject. This handbook, in particular, owes a vast debt to the work and ideas of other persons and especially to Norman Goldberg whose origination of the HIT concept dates back to 1966. Its birth and subsequent success owe much to Dr. Samuel Marks, Caroline Pezzullo, Bernie Pittinsky and Frank Castro. It was their combined creative abilities which provided the basis for this handbook.

The development of HIT has been an on-going process. Many of the ideas and procedures in this handbook stem from the work, over the last year, of our project personnel in Industrial Training Services of Newark, New Jersey, Skill Upgrading in Cleveland, Ohio and Skill Upgrading, Inc. of Baltimore, Maryland. Most particularly, I would like to thank Myrna Mock without whose efforts this handbook would never have been completed. Also, thanks to Mary Farrar who assisted in the writing of the section on Curriculum Development, who translated my draft into English, and whose many suggestions made for a better handbook.

The author's role has been limited, but enjoyable. It was both educational and challenging to compile and refine the already well developed material on the HIT concept, and finally, to translate this material into a systematic handbook. I hope this handbook meets with the approval of those who developed the concept and those who are currently implementing it.

E. G.
Great Neck, N. Y.
June 17, 1969

ABSTRACT — HIT METHODOLOGY

High Intensity Training is designed to upgrade underemployed workers in the areas of job skills and human relations skills. Its concepts are precise, yet broad enough to make a description of them seem complex. The first part of this volume deals with this complexity by describing HIT in five phases. The phases are illustrated in a flow network, and each phase is then developed in detail in the text. Since this volume is meant to serve as a handbook for future upgrading efforts by the Institute and by other agencies, each part of HIT is developed with concrete methodology and illustrated with actual case histories from field experience.

The reader is figuratively walked through HIT as though he were going to become a trainer himself. He learns how to make the necessary judgments and decisions in pre-program activities in the plant setting; how to negotiate successfully with all levels of management, including first-line supervisors; how to plan and carry out the actual training tasks, dealing with such exigencies as personality conflicts, the drop-out problem, and non-trainee jealousies. Finally, the steps of evaluation of the training program and the HIT follow-up activities are described. This series of five phases of HIT is meant to serve as an idealized model of an upgrading program, and at the same time it anticipates the myriad difficulties that experience has shown can arise — but generally not all in the same situation.

The second part of this volume is an impressionistic report of six actual HIT programs as they occurred, from start to finish. They give the reader a unique view of actual upgrading situations and the people who were involved — trainees, their peers, their supervisors, and company management. The problems, frustrating events, and the eventual degree of success of each of these is described.

These six programs are examined with the view of making an evaluation of the Institute's field experience in the three-city upgrading project.

INTRODUCTION TO VOLUME III, PARTS I, II

Volume III consists of two sequential parts. Part I is the Handbook for implementation of High Intensity Training programs, and Part II is a review of the HIT model as it has been applied in the field.

Part I is devoted to a description of how to design and implement an in-plant HIT program. It is an idealized model of how a program should be implemented. Part II is an evaluation of six actual HIT programs as they were in fact implemented during this E&D program. It discusses the reasons, both intentional and unintentional, for the deviations and for the positive and negative results. Part II adds a "real world" dimension to the theoretical handbook. Together, Parts I and II should provide the reader with an excellent framework for implementing and evaluating a HIT program.

PART I

HANDBOOK FOR IMPLEMENTATION

INTRODUCTION

> "Thus, man is by no means merely a product of heredity and environment. There is a third element: decision. Man ultimately decides for himself! And, in the end, education must be education toward the ability to decide."

Victor E. Frankl, The Doctor and the Soul

The Purpose of This Handbook

The purpose of this handbook is to present the educator with guidelines and methodology for implementing High Intensity Training programs. If the writer was not convinced of the validity of Dr. Frankl's dictum, there would be little purpose in writing this handbook. The High Intensity Training concept was originally developed for the underemployed, often poorly educated workers who are usually minority group members. Traditional educational systems have had relatively little success with this group during their adolescence. The crises of elementary and secondary schools in our urban centers are testimony to the educational and social frustrations of this population. Many in our society have questioned even the feasibility of any educational experience for them.

However, years of experience with High Intensity Training indicate that man is more than a mere product of heredity and environment. A non-traditional appraoch to education, using new techniques and methodology, can result in rapid, diversified learning for the underemployed worker. In fact, their learning need not and should not be limited to a vocational skill. By taking into consideration the worker's total environment, both at work and in society, High Intensity Training increases his effectiveness as an employee and as a member of that society. High Intensity Training is, in fact, education toward the ability to decide: the ability to decide how to succeed beyond the present job; to decide how to better manage one's personal affairs; to decide to return to school evenings; to decide on how to make a more viable life for one's self and family in our complex and challenging society.

While High Intensity Training was developed to help the underemployed worker, its techniques and methodology have been used successfully on other populations. High Intensity Training Courses have been given to supervisors, middle managers and even top management in organizations. Also, courses have been designed for better educated paraprofessionals. In all cases, the techniques and methodology proved more effective than other, more traditional educational programs.

Commentary on the Handbook Format

The nature of the presentation is a clearly pragmatic, how-to-implement approach. No real attempt is made to support each aspect of the methodology with extensive theoretical evidence. The educator using this Handbook must accept many of its precepts on the grounds that they have been tried and proven in actual and extensive field experience.

There are several limitations to using a Handbook format, and this volume is no exception. Some of these limitations are:

- Handbook presentations tend not to be reflective of the "real world." Each training situation presents its own special problems which no handbook could ever take into account.
- Handbook presentations are static and do not impart the dynamic nature of the interpersonal relations between the trainer and other persons in the organization.
- This Handbook, by itself, is not an adequate vehicle for conveying the ideological flavor of High Intensity Training. The role of the HIT trainer

is of key importance and his attitude will affect every aspect of a program.

- This Handbook also assumes that the reader has at least some familiarization with the problems of the underemployed worker, the problems of the minority group worker, the problems of the modern organization, basic learning and motivational theory and some training experience.

In any case, whenever possible, the use of the Handbook should be supplemented by in-service training covering the philosophy, methodology and techniques of High Intensity Training.

Overview of the Handbook

Chapter I deals with the history of Skill Achievement Institute and the parallel development of High Intensity Training.

Chapter II presents an overview of the High Intensity Training concept: its uniqueness, structure, foundations, benefits to the employer and employee and a brief discourse on how a program works.

Chapter III is the core of the volume dealing with the phases of an actual HIT program. The phases covered are: 1) the preliminary study phase; 2) the job task analysis phase; 3) the curriculum development phase; 4) the training phase; 5) the follow-up phase.

Chapter IV is concerned with means of supplementing a HIT program. The areas covered are: supervisory human relations training; community leadership development; advanced programs for company trainers.

A Secondary Purpose of the Handbook

The High Intensity Training process has proven to be one effective means of upgrading the underemployed worker. Thus, a handbook on how to implement the process should be of some practical use to professionals in the manpower development and training field. It is, admittedly, only one of the many training concepts extant, and it is hoped that persons reading and using this Handbook will question each aspect. As a dynamic concept, High Intensity Training is capable of growth and development, improvisation and refinement. It is, therefore, our further desire to have the reader build upon, replace, and generally improve through practice the techniques and methodology herein described.

The area of human resource development has made great strides in the last two decades. This success has not been easy, but rather the result of many failures and subsequent trials until success was attained. This appears to be the process by which all professions have developed knowledge and methodology. Kenneth E. Boulding, a renowned professional in a closely related area, has articulated a philosophy of his profession which could well serve as a guideline for the newer manpower development and training profession.

> "We are still, like Isaac Newton, only a boy playing on the seashore, and the great ocean of truth still lies undiscovered before us. That undiscovered ocean is man himself. What we discover about him, I hope, will be for his healing. I did not become an economist for anybody's applause: I became an economist because I thought there was an intellectual task ahead, of desperate importance for the welfare and even the survival of mankind.
>
> "A mere thirty-five years have not been long enough to change my motivation. Something has been accomplished; a great deal more remains to be done. To this unfinished task I commend us all."[1]

CHAPTER I

THREE PHASES OF TRAINING EXPERIENCE

Since Skill Achievement Institute (The Institute) has been associated with the problems of upgrading, it has experienced three distinct chronological phases that will be described in this chapter, each new phase founded upon the knowledge and expertise gained from the previous programs.

The Institute presently serves as a system manager for a three-city in-plant upgrading project in Newark, Baltimore and Cleveland. This project employs a technique known as High Intensity Training (HIT) for upgrading the underemployed worker and altering attitudes and behavior of supervisors and managers.

HIT is a systematic means of offering low-wage employees skill training and upgrading for specific jobs with a salary increase and, at the same time providing them with human relations skills and other means for self-development. HIT has proved to be a pragmatic solution to employers' needs for skilled labor. It offers expeditious in-plant training (usually forty hours spread over a period of five weeks) which allows the employer to realize the benefits of the trainees' new proficiencies more quickly than traditional training methods would allow. HIT also demonstrates to the employer that he possesses in his pool of low-wage workers the human resources that can help solve his manpower problems.

PHASE I - Feasibility Study (New York City)

The first step in this progression of upgrading programs, Phase I, was a feasibility study of the need for upgrading programs in the New York City area. Funded by a grant from the City of New York in 1966, the research was conducted by interviewing managers and personnel and/or training staffs in 150 organizations in the private and public sectors. The study showed that some employers realized the need for personnel or expertise to conduct a training program. Other employers showed evidence of prejudice toward their low-wage workers, and needed to be convinced of the abilities and interest level of the members of this labor pool.

The last aspect of this study was a pilot upgrading project in a major New York City Medical Center. The project's staff conducted a HIT program and thereby created an in-plant training paradigm, which was followed in the second developmental phase of the upgrading experience.

PHASE II - One-City Model (New York City)

Phase II, a logical progression of the feasibility study, was an experimental and demonstration program to test and to develop the in-plant training paradigm into a one-city upgrading model. This phase was funded by a contract with the Office of Manpower Policy Evaluation and Research (OMPER), United States Department of Labor, from September, 1966, to November, 1968. The objectives of this phase were to test the training and upgrading methodology of the HIT package in a number of organizations in the New York area, and to conduct two analytic studies. These studies were to examine the readiness of workers to be trained and upgraded and to also determine where a job-vacancy criterion could be used to select industries for upgrading.

While the program of Phase II accomplished most of its objectives, it also set forth several challenging implications for immediate use or for further study. One of these was that HIT should be marketed as a product the employer needs, and not as an appeal to his social conscience. Also, Phase II determined that HIT should include formal clinics for first-line supervisors who may feel threatened by their subordinates' new training and who need to be convinced of the value of HIT to their immediate staffs.

Phase II also demonstrated that HIT could be implemented in a variety of industries because it is flexible enough to be custom designed for each plant situation. The one-city project of upgrading the underemployed worker also provided an organizational model that could be applied to a much broader geographical area.

PHASE III - Three-City Model (Baltimore, Cleveland and Newark)

The third and most recent experimental and demonstration phase was a logical progression and extension of the previous phases. Phase III was funded by the United States Department of Labor, Manpower Administration, with a contract for replicating the one-city training and upgrading paradigm in three cities. The contract covers the period from February, 1968, to July, 1969. The Institute was formed to act as system manager for this multi-city program. As The Institute agreed in the contract, its responsibilities as system manager involve four particular areas of guidance and control:

- Expansion of the training and upgrading and analytic experiences of Phases I and II;
- Provision of total, integrated planning for the entire system of upgrading programs;
- Provision of technical support in management, training, marketing and analytic studies;
- Coordination of the entire multi-city upgrading program.

The specific objectives of this third phase were broader in scope than the reliability and validity testing purposes of the previous programs. Other objectives include:

- Determining whether a variety of sponsoring agencies could aid in implementing HIT;
- Developing and conducting a study to determine short-term and long-term effects of HIT on the workers and on the employing organization;
- Overseeing the three-city operations to train 1050 low-wage workers directly and 1050 indirectly through trained company personnel;
- Providing overall planning, technical support and coordination for each city project;
- Refining HIT upgrading and marketing techniques;

- Establishing a central information and evaluation system.

The Institute began the three-city upgrading program by establishing each local project under the auspices of a state, city and non-profit sponsoring agent. The sponsoring organizations are:

- In Newark - The Commissioner of the New Jersey State Department of Labor and Industry in concert with the State Employment Service.
- In Cleveland - The Mayor's Department of Human Resources and Economic Development.
- In Baltimore - A private, non-profit organization.

The Institute performed the technical services of recruiting and training staffs for each city project, providing the necessary logistics, and establishing the base for marketing the HIT package to local industry. For the duration of the program, The Institute continued to provide each city project support services by conducting in-service training for the training staffs, assisting the marketing of the HIT package, and helping to solve general management and administrative problems as they arose in each city.

The Institute was responsible for the analytic design and a system for evaluating the progress of each project. The analytic program assessed the short-range impact of HIT on the workers trained, their peers and supervisors, and the organizational structure; the evaluation process addressed itself to the training methodology and techniques.

The Institute designed and implemented a central information system to facilitate management of the entire program. The information system, while still in the developmental stage, is concerned with quantitative and qualitative analyses of program progress. To date the system provides an empirical basis for identifying and solving problems.

Other refinements of the upgrading process derived from this three-city program include:

- The efficacy of HIT in a wider variety of industries than in the single city program, demonstrating that this training program can be administered to meet particular needs;
- The substantiation that HIT marketing techniques (the development of marketing plans and sales techniques for use in each city) were effective; the employers who have cooperated with the upgrading projects were sold on the basis of HIT helping to fill their manpower needs;
- The addition of new features to HIT which lay the foundation for linking the trained employees with programs of further training and study such as community colleges, skill centers and vocational schools.

Phase III, then, demonstrated not only that the one-city upgrading model of Phase II could be replicated under three different sponsoring agencies in a variety of geographical settings, but also that the total HIT package was capable of development and expansion in several directions.

It is upon the basis of these experiences that this handbook was conceived and written. The methods and techniques described and the advice and counsel offered are the product of these years in the field of training for upgrading. During this time, it was felt that many pitfalls could have been avoided and more efficient use of time could have been made if a manual such as this one had been available. An E and D project takes, by definition, a pioneering stance. It is hoped that this volume will make that same position more fruitful for The Institute and for other E and D programs.

CHAPTER II

AN OVERVIEW OF HIGH INTENSITY TRAINING

Introduction

> "If we take people as they are, we make them worse. If we treat them as if they were what they ought to be, we help them to become what they are capable of becoming."
>
> Goethe

As the reader proceeds with this handbook he will probably begin to feel that a HIT program attempts to accomplish too much in too little time: that the concept is too all-inclusive to be effective. A second general impression might be that there is really nothing new or unique about the concept.

In actuality, a HIT program does attempt to accomplish organizational and personal change among a large group of persons in a very short period of time. At the same time it must spend considerable time on skill upgrading. However, the true strength and success of the concept resides in its all-inclusive nature. Other simpler training programs, which devote their attention to just upgrading the underemployed worker's skill, seldom even accomplish their single objective. By acknowledging the existence and the effect of many organizational and personal variables on an upgrading program, HIT is able to avoid the pitfalls of so many traditional training programs. At the same time it is able to accomplish objectives that go far beyond skill training. (These objectives are discussed in the next section.)

10/11

The reader's second impression — that no single aspect or component of a HIT program is new or unique — is quite accurate. Highly intensified skill training was pioneered during the Second World War. No single component of a HIT curriculum represents an original addition to knowledge of that particular subject. There is nothing new or unique about performing Job Task Analysis and basing curriculum design on the results. The behavioral science concepts underlying the methodology have been developed in the academic and industrial world over the last 30 years. The training techniques are those used in industries and educational laboratories throughout the nation. There is nothing new about giving an employee a new job and salary increase after training.

Why then is HIT both a unique and successful concept? The answer is twofold: one, the gestalt of the concept; and two, its use on a heretofore forgotten population. While there is nothing new or unique about the individual components and techniques of a HIT program, the synthesis of these components and techniques into a systematic and all-encompassing approach to upgrading is both unique and highly effective. HIT is perhaps the first training program to draw upon so many and divergent sources of knowledge and expertise.

The use of these techniques to upgrade underemployed and poorly educated workers who are often members of minority groups is truly innovative. What is more important — the HIT training is effective!

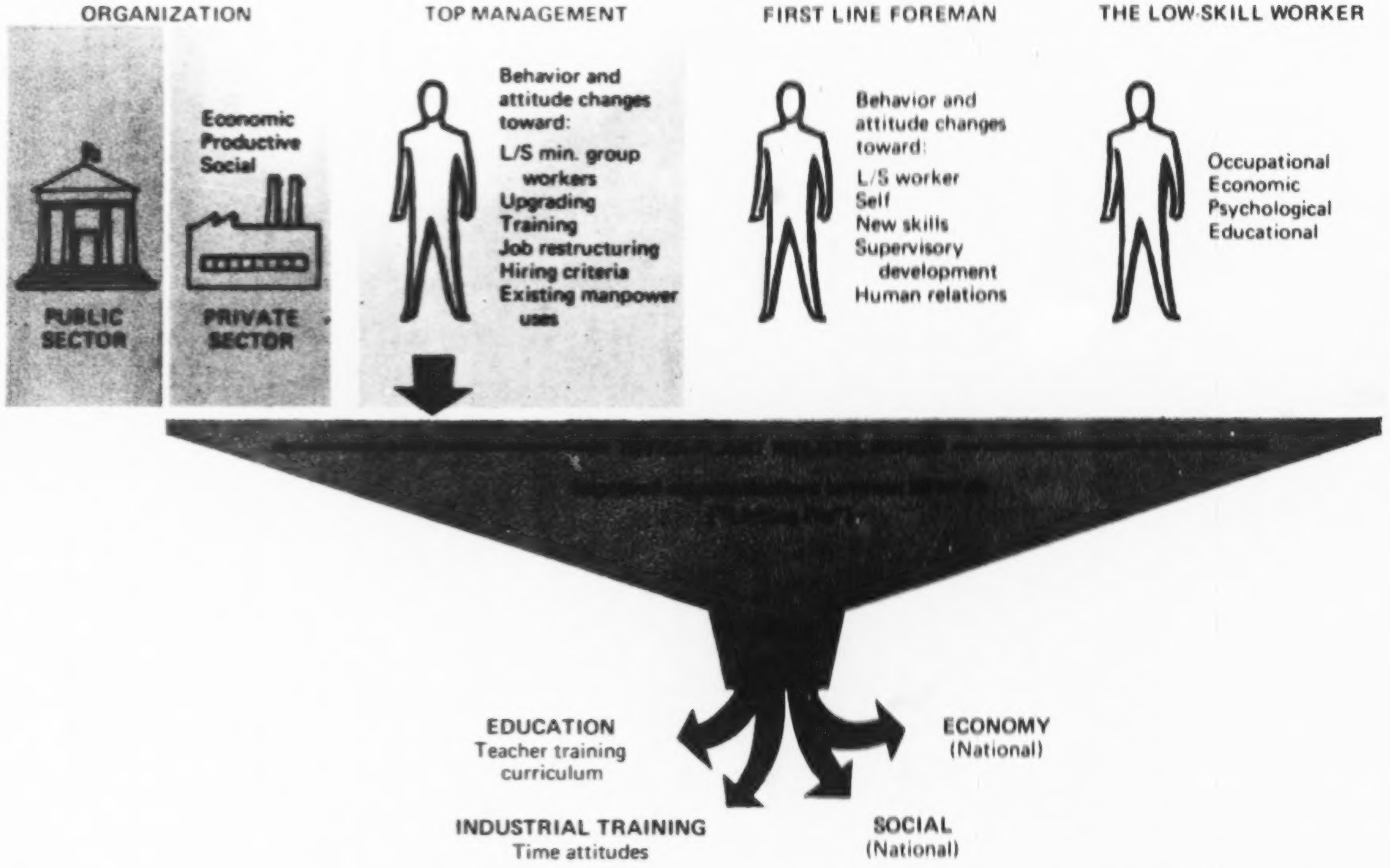
Figure 2.1 depicts the broad objectives of a High Intensity Training program.

The Components of a HIT Program

High Intensity Training programs offered to industry and to the underemployed worker include the following components:

- Analysis of Manpower Needs
  An analysis is made of existing job structures in order to determine the technical skills for which training and upgrading is needed. Where necessary and feasible, recommendations are made on methods of restructuring jobs to more fully satisfy the production needs of the organization and to provide new promotion opportunities for the underemployed worker.

Broad Objectives - High Intensity Training


ORGANIZATION
PUBLIC SECTOR
Economic
Productive
Social
PRIVATE SECTOR
TOP MANAGEMENT
Behavior and attitude changes toward:
L/S min. group workers
Upgrading
Training
Job restructuring
Hiring criteria
Existing manpower uses
FIRST LINE FOREMAN
Behavior and attitude changes toward:
L/S worker
Self
New skills
Supervisory development
Human relations
THE LOW-SKILL WORKER
Occupational
Economic
Psychological
Educational
EDUCATION
Teacher training curriculum
INDUSTRIAL TRAINING
Time attitudes
ECONOMY
(National)
SOCIAL
(National)

(c) N. Goldberg, 1968

Figure 2.1

- In-Plant Training by Industrial Trainers
  A full-time trainer is assigned to each participating organization to design and implement the HIT program for the identified job skills. The trainer works with trainees, supervisors and management in the plant setting until completion of the program. Depending on the needs of the organization more than one trainer may be assigned.

- Preparation of Training Materials
  Training materials developed for in-plant instructors and for trainees are left with trainees and the organizations for future HIT programs.

- Training a Company Trainer
  An employee of the participating company is trained to conduct future training programs to provide on-going HIT programs within the organization. In addition, other plant personnel are called upon to instruct trainees during the program. This means that they, too, undergo instructor training.

- Advanced Seminars for Trainers
  Advanced training is given to selected in-plant trainers in new HIT methodology for training low-skilled workers and new entry-level, minority-group employees.

- Development of Supervisory Skills
  Wherever feasible, workers are taught the skills necessary to move up to supervisory positions. In all cases they are taught human relations, communications and problem-solving skills.

- Basic Communication Skills
  Basic communication skills are offered on a selective basis to workers who are unable to move up the occupational ladder because of basic English deficiencies. Motivation and guidance for further available education is provided as well.

- Money Management Courses
  The curriculum includes courses designed to teach money management, including avoidance of liens, garnishees and higher interest rates. Budgeting of family income is an important aspect of this part of the curriculum.

- Self-Help Resource Services
  Career guidance, continuation of schooling, where to find help with legal, medical, housing or other problems are included in the resource information imparted to trainees.

- Recruiting Services for Employer
  The trainer sets up communications with referral agencies for entry-level job openings which will be created by upgrading the trainees. The trainer encourages the employer to recruit and train the unemployed for new entry-level jobs.

- Seminars for Supervisory Personnel
  Formal and informal seminars for supervisors whose subordinates are involved in HIT programs are held before, during and after training concerning behavior and attitudes toward low-skill, minority-group workers. In addition, they are shown how to improve their skills so as to train their own workers more effectively.

- Follow-Up Training Review Services
  Return visits are made to organizations to evaluate the results of training and to assist in the implementation of second and third cycles that are an outgrowth of the original High Intensity Training program.

Summary of the Unique Features of High Intensity Training

- High Intensity Training programs reduce traditionally over-long curricula into short, high-impact courses.

- High Intensity Training programs are based on curricula developed specifically for the particular job and manpower needs of the individual organization.

- High Intensity Training programs take into consideration the low-skill worker and his total work and home environment.
- High Intensity Training programs are catalytic: by going into the plant setting, trainers attempt to unfreeze negative attitudes that management and supervisors may have towards low-skill workers.
- High Intensity Training programs are designed to develop the technical skills and human relations skills of the low-skill worker.
- High Intensity Training programs are designed to build the self-esteem, confidence and motivation necessary to encourage the worker to go beyond the job he is being trained for.
- High Intensity Training programs utilize new techniques in building work-group cohesiveness and motivate low-skill, low-wage minority-group workers to assume greater work loads and supervisory responsibilities.

Upgrading Through High Intensity Training

The hiring of undereducated, unskilled workers to fill the most menial jobs in industry certainly is not a new phenomenon. Neither, for that matter, is industry's long practice of providing some sort of formal or informal training for their own workers. Selecting a "reliable" employee and then upgrading him to a higher occupation in the organization is not new to American commerce and industry; it predates the industrial revolution.

What is new, however, is the fact that upgrading, recruiting and training of the unskilled worker must now be viewed in a different light as a result of the rapid technological and sociological changes taking place in the United States. From a technological standpoint, the rapid strides made by industry have placed a heavy burden on the unskilled worker, who has not been given full educational, social and economic opportunities to meet the new higher-skill requirements made by industry.

The employer himself, having only what he perceives to be a very limited pool of human resources, finds that he is unable to keep up with the higher-skilled manpower needs created by his own technological innovations.

The influx of large numbers of minority workers into the labor force in the last few years and the increasing number of low-skilled workers with special sets of employment problems (women, youth, the handicapped) have created training problems that for the most part the employer is unequipped to handle. We are faced with the problem of bridging the gap between the disadvantaged, underemployed worker and the ever increasing demand for a more skilled and competent work force for our public and private organizations.

The Underemployed Worker and High Intensity Training

A major contribution to the success of High Intensity Training programs for unskilled workers is the fact that it is conducted within the trainees' plant setting. Thus, newly acquired skills have a high degree of transference to the production situation. Minority-group workers who are trained outside the plant environment, no matter how technically proficient they become, have difficulty transferring their new skills to a work environment that may be hostile to the idea of their new capacities. Other workers might sooner leave their jobs than face a resentful first-line supervisor, and many do. This, of course, tends to reinforce the unfavorable perceptions of supervisors and management toward the minority-group worker. Figure 2.2 depicts the problems faced by the underemployed worker. With this in mind, High Intensity Training programs were designed for implementation in the plant environment. A professional training consultant is assigned to each participating organization to develop and implement the training program. This gives the trainer the opportunity to know plant supervisors and managers, to involve them in the High Intensity Training program, and hopefully to unfreeze negative perceptions which might interfere with underemployed worker's occupational growth.

The High Intensity Training program is designed to develop the self-esteem of the worker, to increase his ability to learn and to motivate him to go further in his occupational growth. Keeping in mind that the worker lives outside the plant environment sixteen hours a day, High Intensity Training programs also provide information to the underemployed worker that he can use to advantage at home with his family.

FACTORS WHICH CAN AFFECT THE TRAINING PROGRAM

EXTERNAL and INTERNAL FORCES ACTING ON THE TRAINEE

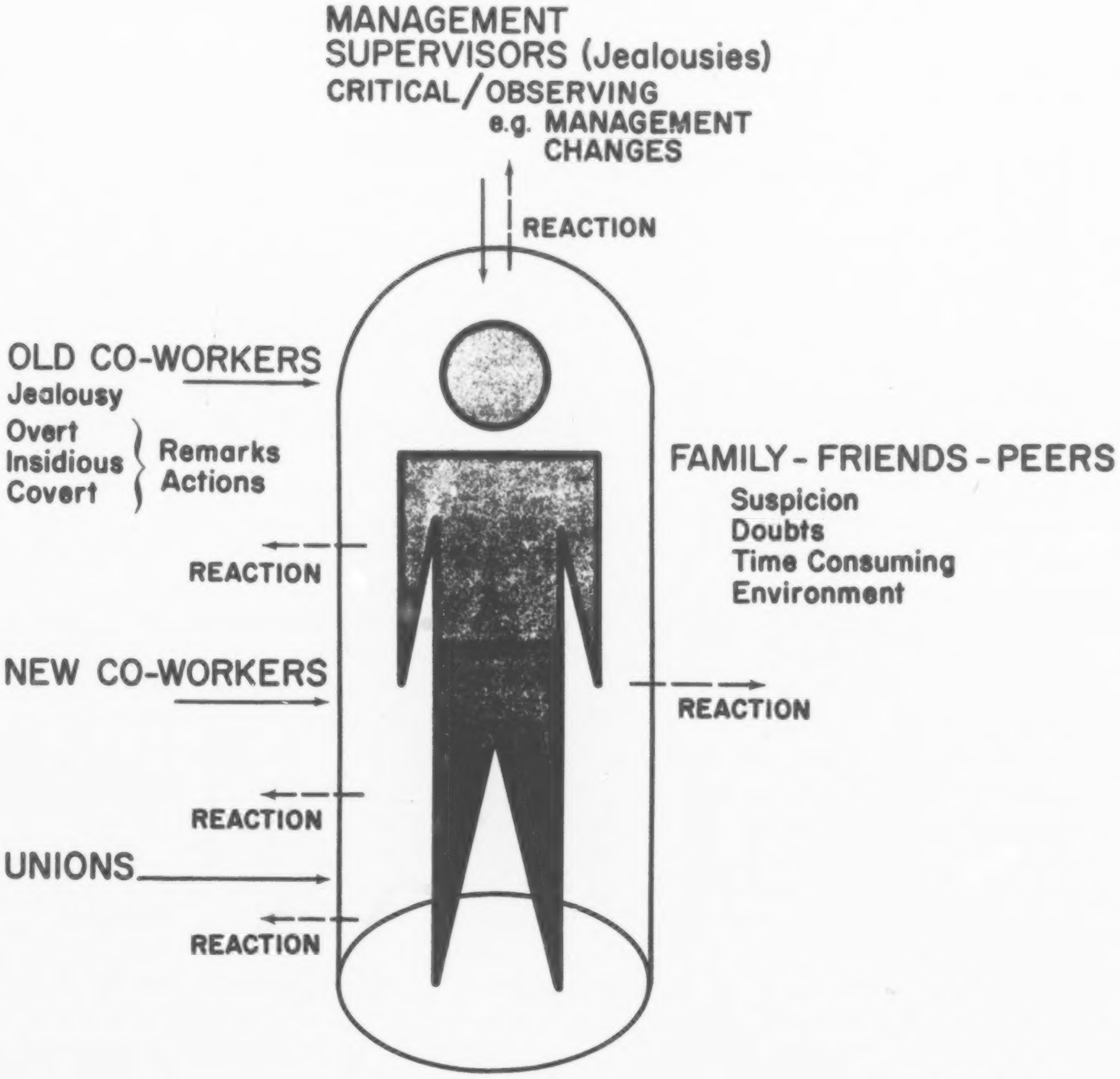

MANAGEMENT
SUPERVISORS (Jealousies)
CRITICAL/OBSERVING
e.g. MANAGEMENT CHANGES
REACTION
OLD CO-WORKERS
Jealousy
Overt
Insidious
Covert
Remarks
Actions
REACTION
FAMILY - FRIENDS - PEERS
Suspicion
Doubts
Time Consuming
Environment
NEW CO-WORKERS
REACTION
REACTION
UNIONS
REACTION

Figure 2.2

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We know that one of the characteristics of a leader is "how much more information he has than someone else."[2] High Intensity Training therefore incorporates ego-building subjects into its program which enable the trainee to assume leadership in his home as well as in his plant.

High Intensity Training programs are designed to include attainable goals for the employee. At the conclusion of forty hours of training he receives a guaranteed increase in salary and a higher job title. This experience is a marked contrast to the promises that have been made to the ambitious worker: "someday" or "very soon," if he worked hard he would receive more money or a promotion. These promises are not very often kept. The disadvantaged worker loses faith in his employer's promises, and becomes cynical about his workday world. The employee often becomes apathetic, listless, and resigned to his status quo. A lack of success and an experience of failure have caused the underemployed worker to lower his level of aspiration.[3]

High Intensity Training breaks with tradition by giving the underemployed worker training in human relations and leadership skills, subjects generally confined to managerial-level personnel. Our research data, as well as the informal comments of both employers and employees substantiates the premise that such training has led to:

- Development of and/or reinforcement of a self-concept. This is especially necessary with most minority-group workers.
- Development of an achievement orientation and guidance to help channel this new orientation into meaningful career progress.
- Development of the ability to deal successfully with every day life in our complex urban communities.
- Increase in communicative skills and the ability to work as a member of a larger group.
- Inculcation of traditional western values dealing with work and responsibility.

All of these have a great impact on the performance and morale of disadvantaged workers.

Inherent in the HIT concept is the necessity of amplifying the trainees' personal strengths and increasing their interpersonal abilities before emphasis can be placed on teaching technical skills. Unless a trainee has some degree of confidence in himself and his ability to communicate with others, he cannot learn effectively, retain meaningfully, nor demonstrate a skill successfully. In sum, High Intensity Training takes into account the total environment which surrounds and affects the worker, build its curriculum and directs its training methods in such a way as to maximize the ultimate success of the training and its impact on the worker.

The Employer and High Intensity Training

High Intensity Training is concerned with the following factors:

- That most employers are unable to develop and implement their own training programs. Such programs that they do conduct are usually for broad orientation or for safety; rarely are they designed to give skill training. Most employers have neither the time, the money, nor the technical know-how required to design and implement any type of training that involves the interpersonal relationships among disadvantaged workers, their co-workers and supervisors.

- That the negative perceptions that most employers have toward underemployed minority-group employees are rarely subject to change unless an outside catalytic force assists in the behavior-changing process.

- That employers tend to overlook the vast pool of unskilled manpower that has minimal educational and training background in their own organizations when they are seeking to fill semi-skilled positions.

- That an employer's willingness to accept a training program to upgrade his own low-skill minority-group workers will be based on one or a combination of the following problems: inadequate production; manpower shortages; poor employee morale; potential expansion; absenteeism, lateness and turnover.

- That the employer will tend to place most of the blame for the lack of initiative or upward mobility on the worker.

- That the employer often needs an outside catalyst to view objectively his operation in order to restructure job tasks for more efficient operation.

- That an outside training consultant involved in job task analysis is subjected to a great deal of suspicion and distrust by supervisors and prospective trainees.

- That the professional trainer can, after some two weeks of in-plant exposure, become a trusted catalytic agent who can objectively get things done, reach and influence people at most levels, and set up a better communications system between workers and management.

- That middle levels of management, supervisors and workers will initially be uncooperative, suspicious of and perhaps hostile to an upgrading program — whether for practical reasons such as scheduling or production delays, or subconscious reasons such as fear and insecurity.

- That resentment frequently is demonstrated by first-line supervisors when management suggests that underemployed workers be upgraded to better positions which are unfilled.

- That first-line supervisors are often not far removed in their own education, income or socioeconomic background from that of the underemployed worker, and thus they feel threatened at the suggestion of giving formal training to subordinates.

- That people at every organizational level — management, supervision or production — are skeptical and suspicious of change.

Developing the Foundation for a HIT Program

High Intensity Training begins weeks before the first class takes place in the plant setting. Since a key feature of the program is to "unfreeze" negative attitudes, and thus alter the behavior of top management, supervisors and workers, the program actually begins with the approach to management.[4] The first task of the Marketing Director is to have the employer admit, even if only to himself, that he has a problem which training perhaps might solve. The next step is to convince management that allowing the problem to go unresloved or to allow it to be resolved in an unsystematic way is economically unsound. This is the responsibility of the Marketing Director, who does not emphasize the plight of the low-skill worker, except to note that absenteeism, lateness and turnover may be considerably reduced if morale can be increased through employee motivation to succeed. The Marketing Director points out to management that it is often less expensive and more effective to tap his own unskilled labor pool in order to fill open jobs than to search for and bring in new employees from the outside. Each Marketing Director, at this point assisted by a training specialist, is in a position to suggest to the employer ideas for developing new jobs out of inefficient, but traditional, job categories. Figure 2.3 shows the Sales Process Flow Network. (See Volume II of this report for a thorough discussion of the duties and responsibilities of the Marketing Director.)

While at this point the suspicion and skepticism of the employer may remain, the seeds of the program's potential have been planted, and fairly soon the employer feels that this technique might help to solve his problems. At least he feels HIT is worth trying. To assure follow-through on management's commitment to upgrade the trainees in job and in salary, a formal training agreement must be signed before training can begin.

The Letter of Agreement for a HIT Program

Immediate Increase in Salary

The training agreement which the employer signs contains a clause that assures each trainee a specified salary increase averaging between 8% and 10% immediately upon completion of the HIT program. Employers might like to adopt the attitude of, "Let's see how well he works out, then in three months or six months, if he warrants it, we'll give him a raise." Without exception, attitudes like this cannot be accepted in a HIT training agreement. The increase in salary is a very significant factor. It assures the worker of an immediate reward at the end of training -- a reward that will put

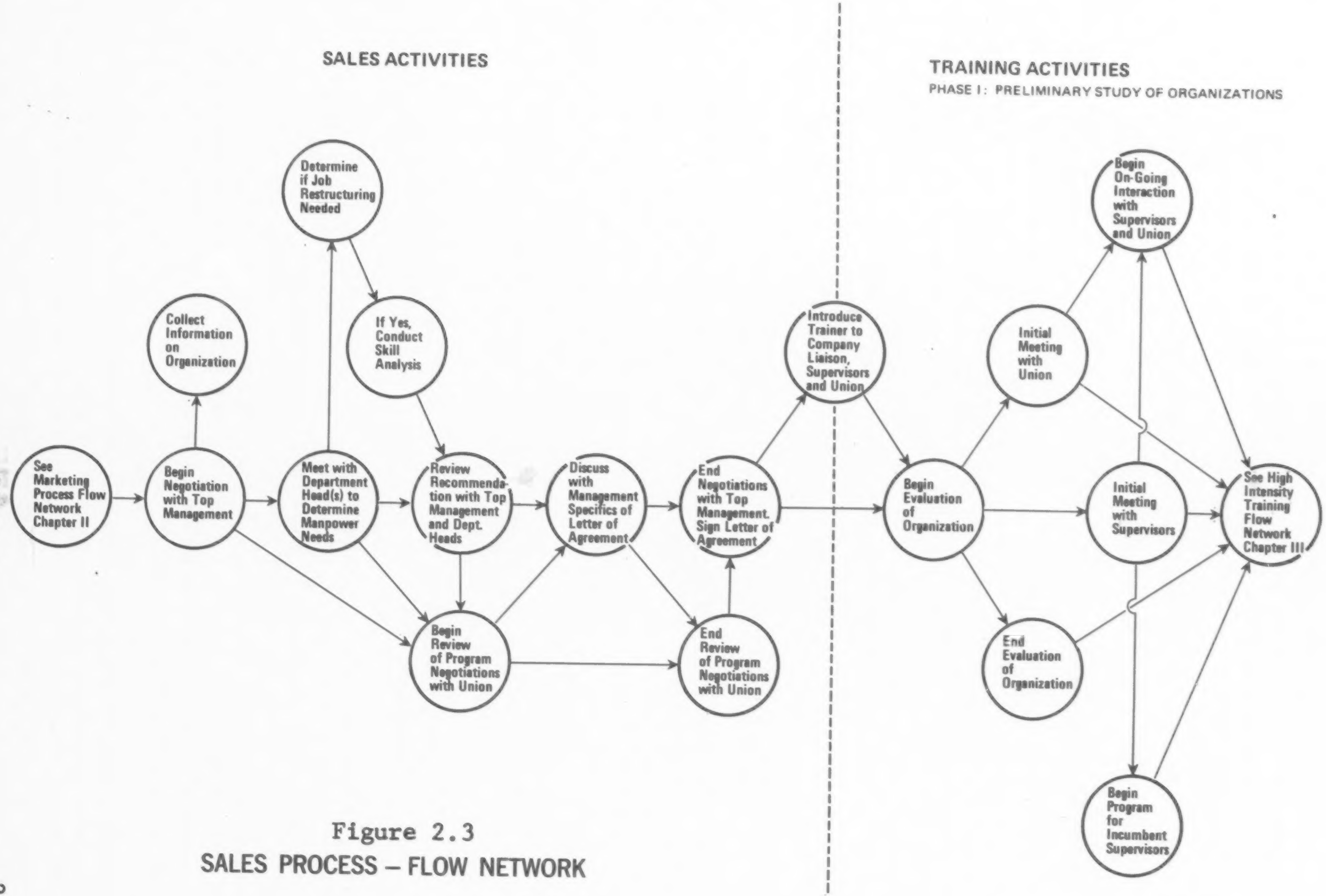

SALES ACTIVITIES
TRAINING ACTIVITIES
PHASE I: PRELIMINARY STUDY OF ORGANIZATIONS
See Marketing Process Flow Network Chapter II
Begin Negotiation with Top Management
Collect Information on Organization
Meet with Department Head(s) to Determine Manpower Needs
Determine if Job Restructuring Needed
If Yes, Conduct Skill Analysis
Review Recommendation with Top Management and Dept. Heads
Begin Review of Program Negotiations with Union
Discuss with Management Specifics of Letter of Agreement
End Negotiations with Top Management. Sign Letter of Agreement
End Review of Program Negotiations with Union
Introduce Trainer to Company Liaison, Supervisors and Union
Begin Evaluation of Organization
Initial Meeting with Union
Initial Meeting with Supervisors
End Evaluation of Organization
Begin On-Going Interaction with Supervisors and Union
Begin Program for Incumbent Supervisors
See High Intensity Training Flow Network Chapter III

Figure 2.3
SALES PROCESS – FLOW NETWORK

dollars in his pocket. To the worker who earns $60.00 a week, $6.00 added to each paycheck can be a very sizeable stimulus and motivation to do well.[5] The 8% to 10% pay increase means, too, that management is also committed to the program and will do all it can to assure its success. The increase shows to workers that management is sincere in its efforts to upgrade them.

Change in Job Title

The employer agrees, in the training agreement, to change the job title of each trainee immediately upon his completion of the training program. Money is a significant factor in reinforcing the confidence of the worker in his new situation, but so, too, is the change in title that he receives with higher pay. When a totally new job title is not feasible, the trainer arranges to have the designation "Senior" or "Team Leader" added to the trainee's original title to signify clearly an upgraded position.

Selection of Trainees

First, the employer must allow the trainer to participate in the selection of trainees. This involves:

- Meetings with personnel, with supervisors, with the union and with the prospective trainees;
- Analyzing the organization's personnel records of prospective trainees;
- Discussing the seniority question with unions.

Quite often management maintains that the prerogative to select people for upgrading rests with them, claiming they know the workers best. Immediately management begins to think of people to enroll in the program. Thus, even before beginning training, HIT is affecting the organization. As the program is about to begin, management starts thinking in earnest about the potential of employees who have not been given previous consideration.

However, experience has shown that when first-line supervisors are asked to submit names of prospective candidates, many react negatively: "I don't think there are any capable people in the group" is suggestive of some responses. The exceptions to this sort of reaction are rare. When management indicates that it will ask the trainer to help select, on his own, potential trainees for the program, supervisors are quick to offer the names of "excellent people" or "senior people." They don't want to be closed out of participation in a program which will, in fact, take place.

Our experience shows that good trainee selection should be a joint function of the trainer, management and the union. In some cases, the trainer will find that underemployed workers who show initiative and make recommendations to improve production or work systems are regarded as "impertinent" by their supervisors and, thus, are kept from possible promotion. However, a low-skill worker who has recommendations for improving is, to our mind, potentially a highly productive employee. HIT seeks out such workers and encourages management to include them in the trainee class despite the negative opinions of a short-sighted supervisor.

Size of Training Class

The optimal class size should consist of 8 to 12 people. A greater or lesser number may seem more appropriate to the organization's needs, but this size class has been shown to be the most efficient size with which to work.[6]

Training on Company Time

The employer must agree to pay the trainees for their training time. If training takes place after the regular work shift, the trainees must receive time-and-a-half overtime pay. Vacation and time-off schedules are planned around the program so that trainees are able to attend each session. On the average, training classes are given in the plant two hours a day, four days a week, over five weeks, for a total of 40 hours. Whenever possible, the fifth day of the week is devoted to on-the-job-training in the target job.

Training Facilities

The employer is asked to provide a room that the trainer believes will be conducive to training. Reciprocal components of the program are demonstrated in the work environment and with equipment that the trainees will ultimately be using on the job. In addition, human relations, communications and money management subjects are discussed. Company management is asked to participate in some aspects of the program, a technique which helps to "unfreeze" attitudes toward the trainees.

Refreshments During Training Period

During each training session, the employer is requested to provide the trainees with free refreshments, such as coffee and cake, sandwiches and/or soup. Earning little money, and holding the most tedious jobs in the plant, the low-skill trainee needs the nourishment and the relaxation that the coffee and cake provide. This concession acknowledges both the psychological and physiological needs of the trainee. Free refreshments prepared and served by a staff member of the organization tend to reinforce the trainee's belief that management firmly supports the program. Easing the trainee's doubts and suspicions even in one small way increases his receptivity and learning capacity.

Assignment of a Future Trainer

The employer is asked to assign to the training program an employee who will eventually become the in-house trainer for the organization. In some instances, one of the trainees in the initial HIT program is selected to become the future trainer.

In addition to detailed instructions about the requirements of the job for which training is being given, the trainer is taught training techniques and methodology. He is also provided with a specially prepared Instructor's Manual to guide him in class discussions.

Full Cooperation of Staff

The employer is required to assign a staff member for daily liaison with the trainer. In addition, he must advise his entire staff to cooperate in every way with the trainer in order to assure the program's success. Supervisors are asked to give more than just vocal support to the program. They assist curriculum development in skills instruction of the trainees when called upon, in provision of facilities and supplies, and in necessary encouragement of the trainees.

All of these stipulations are settled upon in the Letter of Agreement. Sometimes adjustments must be made to accommadate the implementation of a particular HIT program. Experience has shown, however, that the Trainer and/or Project Manager must adopt a firm stance about most facets of the agreement. The basic concepts of HIT depend upon how wel each of these agreements is understood and adhered to.

Programs Benefits of HIT for the Employer

The most obvious benefits of High Intensity Training to th employer are:

- Higher-skilled manpower
- Tendency to increase productivity
- Better supervisors who have learned new methods of effectively working with low-skill employees
- Improved in-house training capability
- Higher morale and, as a result, fewer personnel problems, such as turnover, absenteeism and lateness
- Closer employee identification with company objectives
- Easier recruitment of new workers
- Improved internal communications system
- Better community and public relations for the company

Program Benefits of HIT for the Worker

The significant benefits of HIT for the worker are:

- Higher level of skill, technical and/or supervisory capacity
- Immediate increase in salary, ranging from 8% to 10%
- New job with increased responsibility
- Self-confidence and self-image improved
- Increased level of aspiration

- Greater ability to deal with the environment — his job, organization, home, peers and community
- Leadership potential developed
- A better understanding of the organization — its policies, objectives, and work benefits — and better identity with achievement of company goals
- Motivation for self-development in career education
- Better knowledge and understanding of rights and benefits as a union worker
- Appreciation for sound money management
- Better understanding of rights and responsibilities as a citizen

CHAPTER III

THE HIGH INTENSITY TRAINING PROCESS

Introduction

> "Nevertheless, I insist that the object of all true education is not to make men carpenters, it is to make carpenters men."
>
> W.E.B. DuBois

Figure 3.4 represents a High Intensity Training Program Flow Network. The flow has been divided into five phases.

Phase 1 - Preliminary investigation of the organization.

Phase 2 - Job Task Analysis.

Phase 3 - Curriculum Development.

Phase 4 - Training.

Phase 5 - Follow-up.

The designation of these phases is somewhat arbitrary and is mostly employed for purposes of exposition. In studying this model and reading this section of the Handbook, several things should be kept in mind:

- It is a highly idealized model of a HIT program. It depicts what should occur under perfect operational circumstances.

- The phases are not really as distinct as pictured; often they over-run one another. This is especially true of phases 1 and 2, 2 and 3, and 3 and 4.

- The time alloted to events is not fixed as depicted. In fact, time is a highly variable parameter.

- Under a given set of special circumstances, following this "canned" model might prove dysfunctional. Each HIT program must be adapted to the needs of a given organization at a moment in time.

PHASE I: Preliminary Study of Organization

OBJECTIVES

1. Familiarization with overall organizational goals and functions.
2. Gain support of supervision.
3. Gain support of union representatives.

APPROXIMATELY 1 WEEK

PHASE II: Job Task Analysis

OBJECTIVES

1. Perform a job task analysis of target job.
2. Select trainee group(s).
3. Select a company trainer.
4. Gain greater familiarity with organization.
5. Obtain increased commitment from supervision and union.

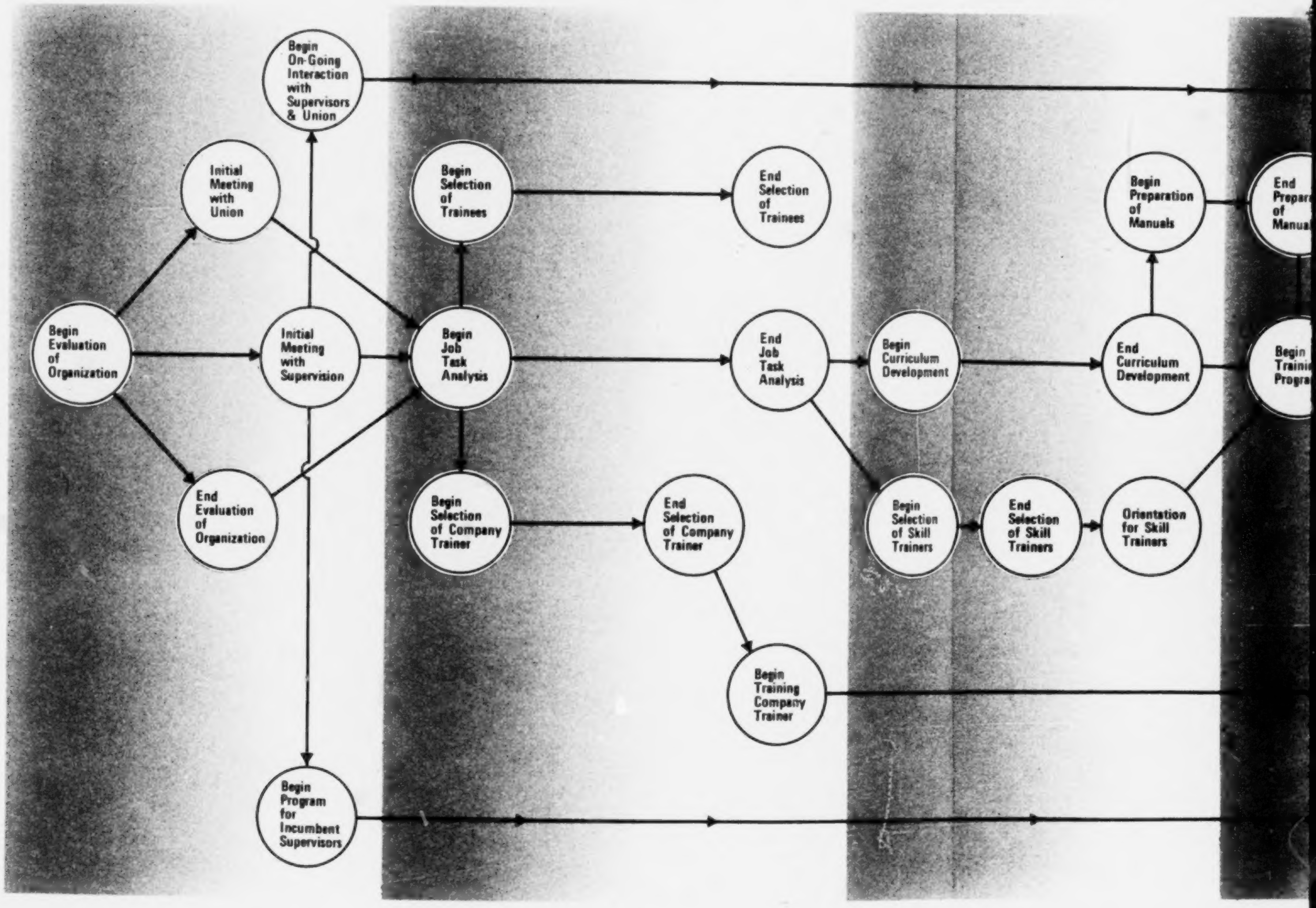
APPROXIMATELY 2 WEEKS

PHASE III: Curriculum Development

OBJECTIVES

1. Development of HIT curriculum.
2. Prepare trainees' and trainers' manuals.
3. Select skilled resource persons.
4. Orient skilled resource persons in training techniques.

APPROXIMATELY 1 WEEK


Begin On-Going Interaction with Supervisors & Union
Initial Meeting with Union
Begin Evaluation of Organization
Initial Meeting with Supervision
End Evaluation of Organization
Begin Program for Incumbent Supervisors
Begin Selection of Trainees
Begin Job Task Analysis
Begin Selection of Company Trainer
End Selection of Trainees
End Job Task Analysis
End Selection of Company Trainer
Begin Training Company Trainer
Begin Curriculum Development
Begin Selection of Skill Trainers
End Selection of Skill Trainers
Orientation for Skill Trainers
Begin Preparation of Manuals
End Curriculum Development
End Prepara of Manual
Begin Traini Progra

RESULTS

1. Adequate knowledge of organization to begin design of an HIT program.
2. Supervisors' support.
3. Union support.

RESULTS

1. Sufficient information on target job(s) to develop HIT curriculum.
2. Trainee group(s).
3. Company Trainer.
4. Increased knowledge of organization.
5. Increased commitment on part of supervision and union.
6. Awareness of program throughout organization.

RESULTS

1. Trainees' and trainers' manual complete with curriculum and supplementary audio-visual aids.
2. Scheduled sessions to be conducted by skilled resource persons.
3. Continued involvement of organization personnel and union.

Figure 3.4

HIGH INTENSITY TRAINING PROGRA

PHASE III: Curriculum Development

OBJECTIVES

1. Development of HIT curriculum.
2. Prepare trainees' and trainers' manuals.
3. Select skilled resource persons.
4. Orient skilled resource persons in training techniques.

PHASE IV: Training

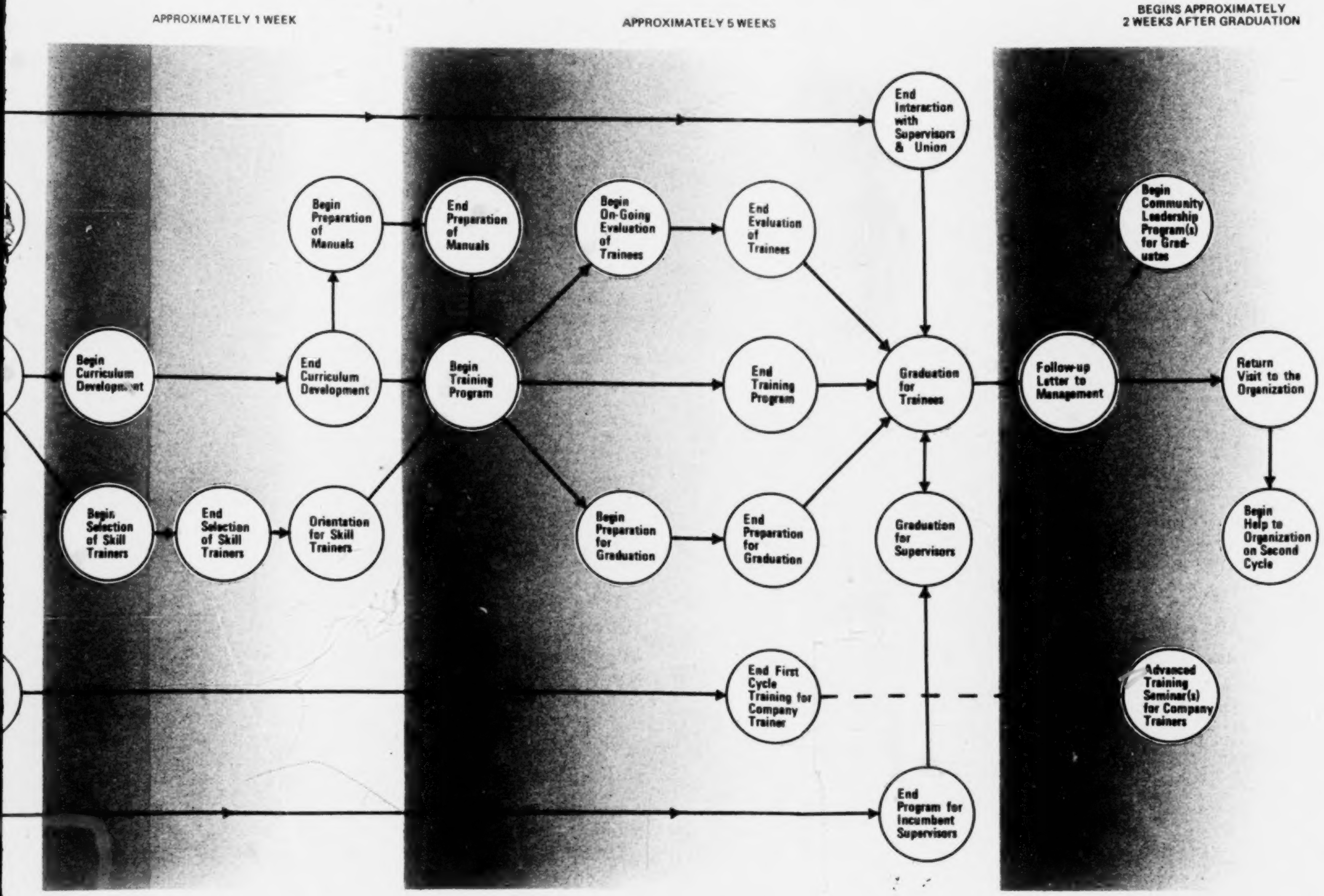
OBJECTIVES

1. Conduct training for underemployed workers.
2. Conduct training for supervisors.
3. Conduct on-going evaluation of all trainees.
4. Provide feedback to supervisors on progress of underemployed trainees.
5. Provide feedback to management on progress of supervisors.
6. Preparations for graduation.

PHASE V: Follow-Up

OBJECTIVES

1. Encourage and support management with second program.
2. Further the training of company trainers.
3. Develop the leadership skills of the upgraded workers and stimulate their interest in the community.


APPROXIMATELY 1 WEEK
APPROXIMATELY 5 WEEKS
BEGINS APPROXIMATELY 2 WEEKS AFTER GRADUATION
End Interaction with Supervisors & Union
Begin Preparation of Manuals
End Preparation of Manuals
Begin On-Going Evaluation of Trainees
End Evaluation of Trainees
Begin Community Leadership Program(s) for Graduates
Begin Curriculum Development
End Curriculum Development
Begin Training Program
End Training Program
Graduation for Trainees
Follow-up Letter to Management
Return Visit to the Organization
Begin Selection of Skill Trainers
End Selection of Skill Trainers
Orientation for Skill Trainers
Begin Preparation for Graduation
End Preparation for Graduation
Graduation for Supervisors
Begin Help to Organization on Second Cycle
End First Cycle Training for Company Trainer
Advanced Training Seminar(s) for Company Trainers
End Program for Incumbent Supervisors

RESULTS

1. Trainees' and trainers' manual complete with curriculum and supplementary audio-visual aids.
2. Scheduled sessions to be conducted by skilled resource persons.
3. Continued involvement of organization personnel and union.

RESULTS

1. Upgraded and motivated workers.
2. Improved supervisory force.
3. Extensive involvement of all levels of organization in upgrading training.

RESULTS

1. Second cycle program.
2. Leave organization with improved training capacity.
3. Commitment of organization to goals and philosophy of HIT.
4. Additional leadership for the community.

Figure 3.4

TRAINING PROGRAM - FLOW NETWORK

PHASE I - PRELIMINARY STUDY OF THE ORGANIZATION

Evaluation of the Organization

Having been assigned a company by the Training Director, the trainer should immediately consult with the appropriate project staff concerning the organization he is to visit. The Marketing Director has prepared the groundwork (see Volume II), and the following information will be available to the Trainer:

Size of the Organization - This should be evaluated by the trainer from several points of view:

- Annual sales volume.
- Number of employees in the location where training will take place.
- White collar/blue collar worker breakdown.
- Number of plant and/or office locations - geographic diversion.
- Number of clients served annually; this would be a good measure of a hospital size.
- Assets - physical and financial

Structure of the Organization - Several questions to be answered are as follows:

- Is it privately or publicly owned?
- Is it profit or non-profit oriented?
- Is authority centralized or decentralized?
- How many levels of authority are there in the hierarchy of command?

Product(s) and/or Service(s) Rendered by the Organization

Position of Organization

- Position of the organization in its field of industry.
- Percentile of total industry sales represented by the organization.
- Is this percentile stable? Increasing or decreasing?
- Current status of the company.

Manpower Policies and Programs

- Percentage of minority group employees in white collar positions.
- Percentage of minority group employees in blue collar positions.
- Promotion and training policies.
- Estimated manpower needs at skilled and supervisory level for next one to five years.

Unions

- Which unions are involved with the organization? Some questions to be answered are:
- Percentage of employees unionized, and by which unions.
- Percentage of employees unionized by department and/or division.
- Strength of the union(s) involved.
- Union(s) attitude toward minority group workers.
- How long has the union(s) been in the department or division?

Overall Climate - of the Organization

This will depend on a subjective evaluation by the Marketing Director. However, several objective inputs that will help ascertain the climate of the organization are as follows:

- Is there data on absenteeism and tardiness? How high are they?
- Is there data on number of grievances per 100 employees per year? How high is the number?
- Is there data on spoilage and damages? How high is the percentage?
- Is there data on accidents? How high is the rate?
- Based on this data and your discussion with the Marketing Director, try to place the organization in a grid context, *i.e.*, is it a production oriented organization with little or no regard for people, etc?
- Has some recent event or incident had a dramatic effect upon the department or division? What? When? How?

High Points to be Discussed at the Initial Meeting with First-Line Supervisors

Prior to implementation of the training program, it is recommended that the president of the company or an administrator of the hospital arrange for a meeting with his first-line supervisors. At this time, the project trainer is to be present. The purpose of the meeting is to outline fully the total in-plant training program and to discuss how it will affect the supervisors, the trainees and co-workers.

Important: The "selling" of the HIT program to supervisors should not be the sole responsibility of the trainer. At this meeting a full explanation of the concepts, as well as the specific reasons and advantages of same, should be tactfully presented to the first-line supervisors by the trainer and management.

Keep in mind that there will be a tendency on the part of many supervisors to resent the HIT program for some of the following reasons.

Production

It stands to reason that some of these first-line supervisors may have a production problem during the training hours, inasmuch as the prospective trainees will be attending class on company time. However, management should explain to them that this is of a temporary nature and will extend for a two hour period during the approximately five week training program. The resultant increased production after the new skill has been learned should be contrasted to this temporary problem.

Scheduling

Supervisors will now be faced with the difficult task of finding replacements for the trainees during the work period. This means that one or several of the following steps must be taken:

- The supervisor may have to allow production to slow down;
- He may have to ask other workers to share the workload of the trainees;
- The supervisor may have to seek additional or part-time help to fill those hours at the expense of his own department;
- He may have to rearrange schedules, including changes of days off, so as to assure an uninterrupted training period;
- He may have to have production goals reduced by management during the training period.

Jealousies

The first-line supervisors are often of the same racial or ethnic group and may not have had formalized training themselves. They sometimes resent the training of workers in 40 hours for positions which the supervisors themselves may have taken years to attain. In discussing the program with the supervisors it is important to elicit all possible objections, even if this means creating some disturbance at this meeting. It will be better in the long run to clear the air and rectify any misconceptions and problems surrounding the program.

Getting the Supervisor's Cooperation

The supervisors must feel that they are being relied upon to assist in the development of the program. They must be constantly reassured that in no way is this program anything other than a way to improve the skills of the workers under supervision. Some supervisors might feel that they will not benefit directly from the program because some of the "better" people will be assigned to a different unit. The trainer and management at this meeting must reassure the supervisors that they are part of a total operation and that their expected cooperation is an indication of their willingness to grow with the company.

The supervisors must know that the trainer will be visiting them and seeking recommendations about how best to implement the program. The trainer will also have them share their knowledge of the skills portion of the target job, and generally be asked to contribute substantially to the whole planning phase. Supervisors should be told that they will be expected to share their expertise directly with the trainees. They should be aware that the trainer would like them to teach some of the pertinent technical aspects of the course. Supervisors should be aware that they will play a significant role in the selection, training, and evaluation of the trainees, and also that co-workers' jealousies may arise as a result of the training program and should be "coached" on how best to answer the comments and questions of those who are not selected.

Supervisors should be informed that the trainer will be onsite before and during the training program. During both periods the trainer will maintain contact with the supervisors, keeping them informed as to the progress of the program.

They should know that they are always welcome to sit in on any of the training sessions and should be encouraged to do so. They should check with the trainer, however, to ascertain the best time for such a visit.

The supervisors should be made to realize that the success of the training program will depend upon the information, recommendation, cooperation and assistance which they give to the trainer and trainees. Whenever possible, they should compliment and encourage the trainees during the program, and be available to answer questions and to give emotional support when needed.

The supervisors should be made aware that the project conducts supervisory clinics. These services are available at management's request.*

We cannot emphasize enough the need to reassure the first-line supervisor that in no way is his present or future position being threatened by the High Intensity Training program. The program is, instead, a reflection of meeting the organization's and supervisor's need to enhance the manpower pool. (This is a point wherein it is essential that top management show continued support for the supervisors.)

Initial Meeting with the Union Representative

The first meeting with the union representative should have occurred during the sales process, prior to signing the Letter of Agreement. (See Sales Process Flow Network, page 23.) The initial meeting with the union representative in Phase I should take place at approximately the same time as the meeting with the supervision. The reasons for the meeting are:

- To explain the program and answer any objections that arise as a result of the explanation;
- To establish a working relationship and begin the process of unfreezing the union's attitudes toward upgrading low-skill workers.
- To encourage the union to actively participate in the design and implementation of the program.

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*See Chapter IV of this volume.

Initial Operational Tour Throughout Plant

From the time the trainer enters the plant he should bear in mind the fact that he will be conducting High Intensity Training in that plant at a later date. He must immediately start making objective observations with an awareness that later he will be doing a job task analysis and developing curricula. Some of the points to consider are:

- Human relations problems, indications of negative labor relations, patterns of job groupings;
- Plant layout, physical condition of plant, and types of equipment and machinery used.

The trainer must remember to handle people with courtesy and and respect while making these observations. Future communications with both supervisors and workers will depend heavily on the impressions he makes in these initial contacts. Of course, the smoother these relationships are from the outset, the greater the likelihood of conducting a successful HIT program will be.

Selection of Company Liaison Person

During the selling of the program, management will have been informed of the need for a company liaison person to work with the trainer. This person should be chosen on the trainer's initial visit to the plant if management has not already assigned this training responsibility.

This liaison is to serve as the formal communications link between various persons in the organization and the trainer. The trainer should channel all company related problems and all requests to the company through the liaison person. For instance, if management fails to provide coffee and cake at a session, the problem should first be reported to the liaison person, not to the president of the company. Requests for time schedules for training, etc., should also flow through this person. Only in this way can the trainer avoid the problematical position of having to give direct orders to company employees, many of whom may be only vaguely aware of the existence of the program.

When the trainer has an opportunity to participate with management in selecting the liaison person, he should suggest as a minimum requirement, someone with the following characteristics:

- Good knowledge of most persons and departments involved directly or indirectly with the program;
- Sufficient authority to request and obtain cooperation in the necessary areas;
- Sufficient time and availability to meet the needs of the program.

Case History #I Initial Meeting with Department Heads to Discuss Use of Skill Resources

This situation occured in a medium-sized manufacturing organization where the upgrading involved a considerable amount of technical skill training.

At his initial meeting with the department heads of the division in which the program would occur, the trainer mentioned he would want to call upon supervisors and skilled workers to handle some of the training sessions. The trainer went on to mention that several persons to whom he had spoken during the JTA would be of great help to the program.

At this point the trainer met with outright resistance from the department heads. First, they questioned the ability of of their supervisors and skilled workers to prepare and conduct training sessions. Secondly, they felt these people would be threatened by such an assignment. Finally, they were angry with the trainer for having selected their subordinates for an assignment.

After apologizing to the department heads for creating the present confusion, the trainer put the situation in proper perspective. First, he had not contacted their subordinates to act as trainers, but had merely observed that certain of these individuals would be effective in such a role. Secondly, if the department heads agreed to let these people aid the trainer, the workers would not be left on the their own. The trainer would develop all curriculum, prepare the skilled workers to give some skill sessions, and would be present to act as leader at all sessions. This would eliminate any real threat to the employees helping with the program. His explanation seemed to satisfy the department heads, although some appeared to remain disturbed about the program. They insisted that the supervisors and skilled workers who assisted in the program be referred to as "participants" and not trainers.

The program called for 10 skill sessions, 8 of which were given by supervisors and skilled workers. The sessions went over very well and management was pleased with the end results of the program.

Questions:

Why do you think the department heads reacted so negatively to the trainer's request?

Did the trainer handle the situation to your satisfaction? If not, what else could he have done to gain the cooperation of the department heads?

PHASE II - THE JOB TASK ANALYSIS

Job Task Analysis Methodology

Once an organization has signed the Letter of Agreement, the trainer then makes arrangements to spend approximately ten days in the plant performing a Job Task Analysis (JTA). During this period, the trainer has to assume many different roles in order to gain the confidence of the various levels of workers with whom he will have contact. (See p. 90 of this volume.) Company management introduces him in the department in which training will take place.

The principle behind HIT is to instruct the trainees in only what they have to know to perform their jobs effectively. The trainer can begin with the development of a job description from his observation of what an individual actually does. This involves analyzing and describing the behaviors of a number of individuals who are performing a particular job and identifying the steps these individuals must take in order to perform the job. These "behaviors" or "steps" are the actual movements required of the worker. This process must discriminate between relevant steps and unnecessary ones that may exist from habit or idiosyncrasy, otherwise the result may be an inaccurate description. A particular worker may include unnecessary steps that make the job easier for him, "tricks of the trade." These may not work on a universal basis and should be discarded from the skill training. The job task analysis should produce a description of the most efficient methods for a novice to perform a particular task or series of tasks. The analysis then becomes the basis for the development of the skills curriculum.

The trainer should also include in the job description all the equipment the job requires and which the worker must operate or supervise the operation of, including trouble shooting. The trainer must break down the operation of equipment into simple, observable steps which can be taught to the trainees. However, he will call upon the supervisors or other company personnel to give skill demonstrations during class.

A Job Task Analysis will have to be done for each new job that is to be taught.

The following is a list of specific steps to accomplish during a JTA:

- Encourage meeting with all department heads before the beginning of the JTA, and sell the program and its ideas.
- Meet with the company's skill consultant and indicate what needs to be stressed; make other preparations for the use of machinery and tools to teach the skills portion of the job.
- Prepare a complete list of questions concerning the organization. If satisfactory answers to any of these questions are not readily available, request information about how or where to get the answers.
- Suggest and encourage the participation of top personnel and indicate the trainees' need for motivation. Use the manual from a previous program as a sample of training curriculum.
- Record what you are told and what you see. Visualize what has to be adjusted with what you observe. Discuss your observations with management.
- Develop your training manual to correct problems by examining what is, what should be, and what you observe.
- For two or three days make a tour through the plant with a company representative to observe everything. Learn as much as possible about the skill that will be taught.
- Interview supervisors and the target-job's skilled workers separately.
- Interview outside personnel (i.e., vendors who may be able to help the trainer understand the equipment and materials used in the target job).

- Prepare technical outline of training schedule which will include all skill sessions.

- Determine management's needs, including first-line management. These may include supervisory skills and human relations.

- Familiarize yourself with plant and organization structure, including apparent and real power in organization, and union and management's roles.

- Know the department where training will take place and that department's relation to others.

- Interview supervisors and be aware of their inferences about the working environment. Define what the problems are. Integrate them into the program of the human relations training.

- Determine whether or not company personnel who are to be involved in the training session know how to give instructions and to counsel employees, and whether they can arrange skill demonstrations.

- Determine how and when the skills training should be initiated.

- Determine equipment and supplies needed to give skills demonstration during class and/or whether or not a supervisor is needed to give the skills training. Also, observe job techniques and necessary interrelations of co-workers with supervisors, including pertinent content for the human relations part of the program curriculum elements.

The following list reflects the type of collateral material which is gathered in the plant during the job task analysis phase and which is included in the curriculum:

- Plant regulations and requirements
- Safety rules (including avoidance of accidents, preparation of accident reports, etc.)
- Trainees' responsibilities to management, to training program, and to the new job
- History of the company, including an overview of the company operations and its relations with industry
- Departmental operations and relationships including the names of managers, department heads and supervisors
- Company and union policies regarding employee benefits, holidays, sick leaves, vacations, days off, wage rates
- Unique characteristics of the company or the job
- Occupational growth opportunities within the present organization, the next step up the ladder

The following form for JTA illustrates how most of its processes can be accomplished. Keep in mind that this is only a suggested form and the reader will probably be able to consider making improvements upon it.

JOB TASK ANALYSIS FORM

1. Organization name.

2. Actual date analysis begun (month, day, year). Date analysis ended (month, day, year).

3. Sources of information about target job (persons interviewed) - give name and position of each.

4. Is a written job description available? (If yes, attach. Also attach any other written materials prepared about the target job in this company or in other companies where the same job exists.)

5. Wage range of target job - indicate lowest wage point, mid-point and high point.

6. How is target job incumbent paid? (Check whether by standard hourly rate, piecework (individual or group), or by some other specified method.)

7. Time worked - specify which shift(s) and number of days per week.

8. Benefits to which target job incumbent is entitled - information may have to be gathered from several sources (*e.g.*, union, personnel office supervisor). Give detailed information and the source of information for each of the following items.

    a. Holidays with pay - which ones?

    b. Vacations with pay - how many days?

    c. Vacation period fixed?

    d. Sick leave?

    e. Other paid leave?

    f. Christmas bonus?

    g. Production bonus?

    h. Pension plan? What percentage does employee pay?

JTA Form (continued)

i. Life insurance?

j. Medical insurance? What percentage does employee pay?

k. Hospital insurance?

l. Overtime pay: hours?

m. Shift premium?

n. Profit sharing?

o. Coffee breaks?

p. Time for lunch paid and other meals?

q. In union?

r. Civil Service?

9. Departmental information (target job):

a. Name of department? Department number?

b. Name and position of department head?

c. Name and position of target job incumbent's immediate supervisor?

d. Job titles in the department (list in order from department head to lowest paid employee. Include target job in proper place in hierarchy.) Give information on number of employees, brief description of skill level, and wage range - lowest to highest - for each job title.

e. What is the normal line of promotion to this job? Which department does the employee come from, and what is his title?

f. To what position (job/title) would the target job incumbent move if promoted?

g. On what basis would an employee usually be promoted in the department? (Check appropriate answers among the following:

1) Seniority?

2) Productivity?

3) Merit?

4) Special training?

5) No set criteria?

6) Open competitive examination?

7) Closed competitive examination?

8) Other (specify)?

10. General information re target job (obtain from interviews with supervisor of target job incumbent and employee presently working in target job)

a. Interview with Supervisor

1) What would you want a newly trained employee (in the target job) to do each day? (Get a list of activities.)

2) What are the most common problems to look for in the target job, the operation of the machinery, equipment, etc., and the tasks of present employees?

b. Interview with employee presently working in target job

1) What would you want a new employee (in the target job) working along with you to do every day? (Get a list of activities.)

2) What are the difficulties you have with this job, the machinery, equipment, etc.?

3) What should the new employee know about working with the supervisor, other workers, management?

4) What do you see as ways to make your job more effective (improvements needed)?

a) Additional equipment?

b) Added responsibility?

11. Job summary (give general description).

12. Tasks performed by target job incumbent? Base this on your observation and discussion with others. (Itemize separately each of the tasks performed and answer the following questions. If tasks are done in sequence, list them in the same sequence. Be sure that all tasks performed by employee are included.)

    a. Major duties?

    b. Machines, tools, equipment and work aids used to perform task? (See form explanation chart for definitions.) Discuss functions, who supplies, where located.

    c. Special terms, definitions and symbols used to perform tasks - what are they?

    d. What does employee specifically have to read to perform task? (Attach if available.)

    e. Specific skills required to perform task (*e.g.*, dexterity in handling machinery, accuracy, mental application, combination of skills)?

    f. Approximate percentage of time in normal day or work week required for this task (whichever is relevant to the job)?

    g. With whom does the employee have to interact in order to perform the task (*e.g.*, supervisor, other employees, other departments, management)? Describe the nature of the interaction.

13. General description of target job

    a. Traditionally, has a certain type of employee occupied the target job (*e.g.*, men, women, Black, White)? Explain.

JTA Form (continued)

b. Physical activities: (Give additional comments and information where appropriate.)

1) Strength

a) What percentage standing? Walking? Sitting?

b) Is there weight to be moved by lifting? Carrying? Pushing? Pulling? How often (Occasional, Frequent, Constant)?

c) Are controls operated by hand-arm (right, left, both, either) or by foot-leg (right, left, both, either)?

Note whether the following activities are present or not, and if so whether occasional, frequent or constant. Give detailed comments where appropriate.

2) Climbing
Balancing

3) Stooping
Kneeling
Crouching
Crawling

4) Reaching
Handling
Fingering
Feeling

5) Talking
Ordinary
Other
Hearing
Ordinary conversation
Other sounds

6) Seeing
Acuity near
Acuity far
Depth perception
Accommodation
Color vision
Field of vision

JTA Form (continued)

c. Working conditions/potential hazards: (environmental conditions)

   1) Work location - what percentage inside? Outside?

   2) Worker's location - relationship to other workers: What percentage teamwork? In proximity? In isolation?

   Note whether the following conditions are present or not, and if so whether occasional, frequent, or constant:

   3) Extreme heat with or without temperature change

   4) Extreme cold with or without temperature change

   5) Wet or humid

   6) Estimated noise level: Normal? Loud? Very loud? Vibration?

   7) Hazards: Mechanical? Electrical? Burns? Explosives? Radiant energy? Other?

   8) Atmospheric conditions: Fumes? Odors? Dusts? Mists? Gases? Poor ventilation? Other?

   9) Accidents

14. Overall job responsibilities:

   a. What jobs are directly affected by the target job incumbent's performance? How?

   b. What responsibility does the target job incumbent have for the machinery, tools and equipment he works with? (Include in your answer responses to the following: Does he repair damaged materials; if not, who does; how is part replaced if defective; what care is needed in handling?)

   c. Which of the following best describes the type of occupational situation to which workers must adjust? (Check appropriate description.)

1) Variety of duties frequently changing.

2) Repetitive operations following set procedures.

3) Action taken only under specific instruction, little or no room for independent action.

4) Employee works alone, in physical isolation from others.

5) Employee works as member of staff team. (If this description is appropriate, describe functions of others as they relate to target job.)

6) Employee supervises others. (If this answer is appropriate, who does the trainee supervise, how many persons, what specific task(s) does he supervise, for what purpose?

d. Is the target job incumbent responsible for the safety of co-workers? (*e.g.*, can errors made by him cause physical harm to others?) Explain.

e. Summarize your informal observations re inter-personal communications. Are there any built-in problems (for example, relating to the worker's status in the company) that trainees should know about?

f. Has the information contained on this form been checked for accuracy with organization personnel? If so, record the names and positions of those personnel and the month, day and year approved.

Job Restructuring: Purpose and Procedure

Job restructuring refers to the conscious altering of a job position through changing the tasks and/or responsibilities of the target job. In some cases, the recommendation for job restructuring occurs during the sales process. (See Figure 2.3, p.23). Job restructuring may also take place after the Letter of Agreement has been signed. The trainer should consider job restructuring under one of two circumstances. First, if the existing formal structure of the organization prohibits upgrading of underemployed workers, and second, if the restructuring is a service requested.

If no outside structural problems exist, such as a union or civil service structure, and if the job is structurely isolated in the organization schema, then the process of restructuring is often only a simple step beyond the Job Task Analysis. In fact, most JTA's usually involve some minor job restructuring. This would normally amount to consideration of one or more of the following factors:

- Adding or deleting job tasks;
- Adding or deleting responsibilities;
- Altering authority structure immediately relevant to the target job.

The JTA procedure provides the trainer with all the information required to make the necessary recommendations for restructuring a job.

However, where either a union or civil service requirements are present, or where the target job has close functionality to other jobs at about the same level, the process becomes considerably more complex. The new complexities are both "political" and technical in nature. If a union is involved, then jobs covered by the contract cannot be restructured without changing the contract. This could only be accomplished with the consent of both union and management. If civil service is involved, then classified jobs could not be restructured without the permission of the civil service commission. In the case where the job to be restructured bears considerable similarity to other jobs to which it is functionally related, improving one job (the intent of restructuring) will cause feelings of hardship on the part of persons in similar jobs. As a matter of fact, if the jobs are all within the same organizational unit, *i.e.*, department or division, then it may be necessary to restructure all jobs at that level and the levels immediately above and below. Thus, in any of these instances, restructuring becomes a major and cumbersome activity.

Case History: Dealing with Structural Problems Uncovered by the Job Task Analysis

This situation occurred at the housing authority of a large city. The program dealt with upgrading laborers (a non-civil service position) to the civil service classified position of maintenance worker.

While performing his JTA, the trainer became increasingly aware of a serious roadblock to the success of the program: a written civil service exam was required for the maintenance work position. Several of the trainees had previously taken the test and had failed. Most of the trainees were afraid to even attempt the test. As a result, they all remained in the non-classified laborer position, although they had the knowledge and skill for the maintenance worker position.

The trainer obtained copies of the civil service exam and found the exam to be highly academic in nature. The questions did not really measure the man's ability to perform the target job, but were a crude measure of his formal educational level. At this point the trainer began talks with civil service about the possibility of revising the test.

After much consideration the trainer suggested an oral examination that would be a valid test for the target job. A period of lengthy discussions between the housing authority, the civil service authority and the trainer ensued. In the end, his suggestion was acted upon. The trainer then observed the administering of several civil service exams that were conducted orally. These observations helped him prepare the trainees for their exam.

The trainer incorporated several exam preparation sessions in his curriculum. He employed the technique of oral drills during these sessions. The trainees would respond to his questions and the group would then discuss the thoroughness and validity of the answers.

The 17 trainees took the oral exam and everyone passed. Of the people taking the test statewide, two of the trainees finished with the first and second highest scores. An oral test for this civil service classification has now officially replaced the former written test.

Questions:

Did the trainer go too far in his JTA?
If so, in what ways?
What would you have done?

Characteristics a Company Trainer Should Possess

The selection of a company trainer will be primarily management's prerogative. This is as it should be because management must deal with this person long after the project has severed formal ties with the organization. The person selected can be a skilled worker, a supervisor or group leader, or a member of the organization's own training division, etc.

Whenever possible the trainer should encourage management to select someone who has most of the following characteristics:

- Good interpersonal skills, especially the ability to communicate;
- Sensitivity to the needs of the underemployed worker, especially the minority group member;
- Good knowledge of the overall operation of the company (or key plant, division, etc.);
- A sincere desire to be the company trainer. The project trainer should try to prevent management from forcing the job on someone.

Working with the Newly Selected Company Trainer

- The selected trainer should have at his disposal both a trainer's and a trainee's manual.
- He (or she) should attend every class of the initial training program.
- He should sit to the right of the project trainer at all sessions.
- He should know what lesson will be given each day and be briefed on same prior to the class.

Selecting Company Trainer

- He should be asked to comment on his observations of each class. The prospective trainer should be assigned at least two, and perhaps as many as four, lessons to present to the class. It is important for the project trainer to assign only topics with which the new trainer can easily become familiar.

- The company trainer should be invited to attend advanced Trainer Seminars which the project will hold later.
- He should be assured that the project trainer and the project staff are available at all times to aid him in the preparation for the first full program which he undertakes.
- The project trainer should spend as much time as his schedule realistically permits with the new company trainer.

The Project Trainer's Relationship to the Company Trainer

The project trainer should give the new trainer a "high intensity" job-task-analysis course. This is very important since there might be changes in procedures, equipment and techniques that have occurred in the organization since the project's initial training program.

The company trainer should know that he may use the project's facilities to reproduce any additional curriculum or changes in the original curriculum. However, the company trainer must also know that the project reserves the right to approve or disapprove of any of the materials which the company trainer wishes to incorporate into the project's training manuals.

Methods of Selection of Trainees for HIT

In general, there are four basic procedures for the selection of trainees for a HIT program. These are:

- The management of the company may insist on the prerogative of selecting the trainees. This procedure may be acceptable if the trainer considers their selection criteria to be consistent with the goals and philosophy of HIT.

- The management may insist that the trainer select the trainees on his own. This procedure may be acceptable if the trainer is capable of making his selection without the aid of management. Also, the trainer should make certain that management is not attempting to avoid responsibility for the program.

- The union may have a contractual right to insist that seniority be the sole criterion for selection. However, this is not always the case. Usually, such clauses identify seniority as only one factor and acknowledge ability and job performance as criteria. one way of dealing with this situation is to include seniority in the decision and weigh it as one factor.

- The management and trainer may work together in the trainee selection process and seek the final approval of the union. This is the ideal HIT trainee selection procedure. For instance, management identifies a group of 20 persons to be interviewed for 10 trainee slots. The trainer interviews and selects 10 trainees. He submits his selection to the union for their approval. In this procedure all factions of the organization are participating in the trainee selection procedure.

General Comments on Trainee Selection

The selection of trainees is one of the most critical events in a HIT program. There are several hazards that can jeopardize the entire training process. A few of these are:

- Potential problems with management over the selection of a trainee they are opposed to. (This is especially difficult if the problem concerns the trainee's race);

- Potential problems with the union over the trainee selection procedure;
- Problems with those workers interviewed for the program but not selected, as well as problems with those not even interviewed;
- The selection of one or more trainees whose ability is clearly below the level of most of the trainees.

The HIT philosophy dictates some general characteristics of a population from which a trainee for a target job should be chosen:

- The workers to be selected should truly be in this entry-level classification.
- Minority group workers should not only be included for training but, whenever possible, should be given preference.
- Although the potential trainee may be cynical about the program, he should exhibit a sincere desire to advance himself.

Despite these guidelines, there will still be a great deal of subjectivity in the selection process. The perceptions of the trainer and the union and management are bound to influence the process. However, if the selection adheres to the above general guidelines, then the choice of specific individuals becomes a less crucial process. It must be kept in mind that there are no hard and fast rules, beyond those general guidelines, for trainee selection. The trainer must show imagination, insight and flexibility in this endeavor. Once management has agreed to supply a list of potential candidates for the training program, the trainer will assist in the selection of the final group.

Determine the Job Requirements

- Is it a job which can be performed by both men and women?
- Does the job require supervising others?

- What kind of equipment is used on this job? How complicated is it?

- Do the prospective trainees know anything about the equipment? Have they had any contact with it?

- Will the trainees have to learn the job from scratch?

- What communication skills are required?

- If a person has a language problem, will he find training a frustrating experience?

The answers to these questions, and others which could be pertinent to a given situation, will reflect the requirements of the job, provide material for the criteria of selection of prospective trainees, and provide information about the prospective trainees.

The target job will have certain performance requirements that can serve as additional trainee selection criteria. Four broad factors that apply to the target job should be considered:

- Job knowledge: is the prospective trainee aware of what the job is, its purpose, materials, equipment, and techniques?

- Mental application: does the trainee seem to possess the necessary alertness and attention span to do the job successfully?

- Dexterity: has the trainee evinced a suitable amount of dexterity and coordination for the job?

- Responsibility: will the trainee be able to operate successfully under the amount of supervision the job requires?

Before actual training begins, the trainer should gather as much information as possible about the individuals in the training group. This step will help the trainer plan his curriculum, his training methodology, and, in short, help to avoid many problems which could arise during the training sessions.

The following are suggested means of acquiring this information:

- Obtain the complete list of prospective trainees from the personnel director or the management representative. Obtain an indication of the composition (racial,* etc.) of the work force from which trainees will be selected.
- Review the personnel file of each prospective candidate. Look for merit ratings or evaluations based on the individual's job performance.
- Meet the supervisor of the department from which the people will be drawn. Make a note of his comments regarding the individuals in their department.
- Arrange an interview schedule which is mutually agreeable to the personnel department and the supervisors. The supervisors should inform prospective trainees that they are being considered, but an interview does not necessarily mean they will be selected.
- Arrange for the interviews to be conducted in a private office (have management schedule date, time).
- Interview each candidate and secure the information requested on the Case History and Trainee Selection Record Forms (see Appendix A.)
- Listen carefully for inferences about the individual's attitude toward his job, his supervisors, his working conditions and this upgrading opportunity.

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*If a racial breakdown is not available, obtain management's permission to make such a breakdown.

- Evaluate each individual in terms of the information obtained and the value of the training to the prospective trainee.

- Submit your evaluation to the supervisor, personnel or management representative and your Section Head. See Appendix A. for a sample of such an evaluation.

During the selection of trainees the trainer should use the following criteria:

- Have in mind a clear picture of the requirements of the job for which the trainee is being trained (knowledge gained during JTA).

- Open the interview by introducing yourself to the worker and conversing briefly about the purpose of the interview.

- Decide which of the job requirements or skills are crucial for the job, and ask questions related to these points.

- Be aware of your prejudices and try to discount them.

- Make estimates of applicants as objective as possible.

- Questions should be asked that call for narrative statements which will demonstrate whether the candidate possesses skill knowledge about the job he is performing — or might have to perform.

- If necessary, have a second interview with trainees when several have similar training experiences and qualifications before making final selection.

- Determine the length of time a potential trainee has been on the job.

- After selection of trainees for the program, ask management to inform trainees or to post a list of those selected.

- Arrange to speak individually with interviewees who were not selected. Explain in a positive tone why a person was not chosen and suggest the possibility of future training cycles.

PHASE III - DEVELOPING A PRELIMINARY LESSON PLAN OUTLINE

The first step in the curriculum development process is to prepare a preliminary lesson plan outline. This outline has several purposes:

- It enables the trainer to ascertain the approximate number of sessions he will require to cover his material.
- It depicts the flow of the program and the integration of skill with non-skill sessions.
- It gives him an overview of the total program to review with his own staff and management to ascertain the need for additions or the need to delete superfluous items.

The preliminary lesson plan outline should depict each proposed session in sequence with a brief paragraph description of the topics to be covered in the session. Appendix B is a Lesson Plan Overview of the total program; followed by a sample of a descriptive Overview of Training Sessions.

Writing Curriculum

Use of the JTA

The trainer's analysis of the plant situation will show areas of study that appear to be most appropriate to the forthcoming training program. As he becomes more aware of the organization's and the workers' needs, the plans for the curriculum contents should reflect them in both the skill area and the human relations part of HIT. The trainer will consult with the company employees who are to teach specified aspects of the skill. He will also suggest that the trainees' manual has the virtue of serving as a ready reference after the training is finished and will ask the company trainers' advice about what should be included as curriculum for the skill training and how that curriculum should be presented, e.g., verbally, pictorially, etc.

Visual Aids in Curriculum

The inclusion of visual aids — pictures, diagrams, charts — should be based upon the complexity of the machinery and equipment, the feasibility of procuring such visual aids, and the method by which the skill or aspect of the skill is to be presented. For example, a skill taught at a session that would include actual demonstration and experience would probably only be obscured by diagramatic presentation.

If the trainer decides to use visual aids in the trainees' manuals, there sometimes are several sources within the organization that will help produce them. An engineering department may be willing to furnish specified diagrams. An art or graphics division may be called upon for services. There may be illustrative brochures on the particular machinery or equipment to be used available in a purchasing department. The involvement of these extraneous departments will help to publicize the HIT program in the company and probably make it stronger because of the added interest. The company liaison person should be able to offer the trainer advice about the availability of these visual production services. One picture is still worth many words and much of the trainer's effort and time.

Curriculum Content

Whether or not a skill is presented pictorially, there should be a section of the manual devoted to every aspect of the skill. Again, it should be stressed that this manual can serve as a reference when training is over, and the HIT trainer should leave the company with the knowledge that the trainers have a source of information about their newly acquired skills, both technical and social.

Some aspects of a skill training session may require no more than a list of duties or methods of operation; others may require a simplified theoretical discussion of a job task. But each training session should be represented in the trainees' manual by an appropriate piece of lesson material. Part of the decisions as to how to present the skill material can be made during the JTA by discussing the skill training with the company personnel who are to act as consultants during the program and by analyzing the needs and limitations of the prospective trainees. An excellent source of material on highly skilled operations is usually available from one of two sources: 1) manufacturer's handbook on the machine or the process and 2) industrial engineering write-up on the machine or the process. The trouble with this material is that it will be in a highly technical, unreadable style. When using these kinds of materials, the trainer should translate them into a simpler, easier to comprehend curriculum.

A Note on Curriculum Style and Format

It cannot be stressed too strongly that the trainer should become as familiar as possible with the trainees verbal capabilities. A forty-year-old worker who has spent years in one job as an underemployed worker may be very eager for training, but he may also be intimidated by written material that he knows is beyond his ability to decipher. This has nothing to do with "intelligence," nor with innate ability, but more likely rests with a defective educational system. Therefore, any curricula should be presented in as simple and clear a style as possible. This is not an easy task and requires careful and thoughtful preparation of written material. But unless manuals contain material that can be read with comprehension, they are really rather insulting copy books, valuable only as a patronizing symbol and not deceiving anyone. Some guidelines for a clear, simple style:

- Use an appropriate vocabulary. (The Institute has relied upon a graded vocabulary list prepared by a publisher of educational materials.)

- Try to establish a reasonable reading grade level by scrutinizing the trainees' education as listed on their personnel records. When this is ascertained, pitch the vocabulary one grade beneath that level. Define certain job-oriented words and terms that need explanation.

- Write in short, clear sentences. Complex sentences are not necessary for most job explanations.

- When possible, adopt an outline style. This will be sufficient to remind most people of the important points covered in a skill session. When theory needs to be discussed, keep the paragraphs short and to the point.

- Under no circumstances use the material in the manual to impress the trainees with a dazzling display of technical or scientific terms. Simplicity is always a virtue and not as easy to accomplish as some might expect.

- Remember that although the underemployed trainee may have a third-grade reading level, he is not a third grader. This is a difficult line to maintain, but absolutely essential if the curriculum is to have any meaning.

The Development of "Constants"

Unlike most activities depicted in the handbook which are primarily the trainer's individual effort, the development of "constants" is a group effort. Also, it is an activity that, by and large, should proceed the project's main training thrust. In other words, the "constants" should be developed prior to the first training program. They are then reproduced in volume and held for all future programs. However, flexibility of such material should allow for the development of new constants as the program progresses, and also for new additions and deletions to previous items.

To some degree, the term, "constants," is a misnomer. First, it refers to all curriculum not dealing with the skill aspects of training or a particular organization. Second, the actual composition of "constants" will vary from region to region and not remain constant at all. For example, an important constant is, "where to find help in the community." Obviously, the agencies and persons to contact will be entirely different for different communities, as will the need for and availability of some of these agencies. Thus, many of the constants must be developed for each community in which a program takes place. However, some items, such as social security benefits, are applicable nationwide.

The following is a series of brief descriptions of the principle "constants" to be developed to date.

Where to Find Help

This item deals with the services that are available to citizens in the community. It should vary according to the level of social awareness of the training group. The location, street address and telephone number of the following are suggested:

Emergency and General Medical Problems

- Ambulance
- General Illness
- Dental Care

Housing

- Applications for Public Housing
- Discrimination in Housing, Public Accommodations, Education and Employment
- Eviction Notice
- Tenant Aid
- Complaints
- Housing Violations
- Rent Control
- Rent Subsidy

Child Care

- Day Care Service
- Head Start
- Physical Examinations for Pre-School Children

Personal Problems

- Buyers Protection
- Counselling
- Social Security
- Welfare Assistance

Veterans

- Information about Benefits
- Counselling

Police

Things To Do in Your City

This topic relates to the recreational facilities that are available in the community at little or no cost. These include museums, exhibition halls, cultural events, sports events, location of parks, beaches, etc.

Career Development

This item includes the practical aspects of continuing education. It provides information about the location of schools in the community, the types of schools, and curriculum they offer to adults. This material can be collected from the local board of education, which also offers a list of trade schools in the area.

Also, this section offers new perspectives on job and career opportunities including those within the company or in other similar companies. The trainees are not necessarily encouraged to stay in one company. Business and insurance companies' trade journals can provide information on career perspectives and job opportunities in a particular field of endeavor.

Money Management

This item deals with the general area of managing personal and family finances. It particularly aims at helping the trainees to avoid difficulties and occasionally serves to help those who are seriously debt-ridden. The specific items which are described and discussed are:

- Garnishees
- Liens
- Loans
- Co-signing
- Interest Rates
- Buying and Renting Real Estate

Social Security, Medicare and Medicaid

These items are explained and discussed so that the trainees have an understanding of the following items. These may not be directly applicable to the trainees at the moment, but their families can benefit from this permanent reference in the trainee's manual at any future date.

Social Security

- Monthly Cash Benefits
- Fully Insured Status
- Amounts of Monthly Payments
- Special Payments
- Disability Payments
- Vocational Rehabilitation
- Family Benefits
- Benefits Not Taxable
- Application
- Social Security Cards
- Social Security Office

Medicare

- Eligibility
- Coverage under Parts A and B
- Areas Not Covered by Medicare
- Obtaining Part B Coverage

Medicaid

- Eligibility Under Law
- Where to Apply
- How to Apply
- Benefits to be Obtained

Law for the Layman

This section would probably be of interest to many citizens, but especially to the economically depressed who are often victims of crimes or may have been victims of their own ignorance when involved with the courts. The underemployed worker can seldom pay for a lawyer's services. The following areas are included:

- Definition of a Crime
- Principal and Accessory
- General Rights of the Accused: right to bail, right to be represented by counsel, presumption of innocence, trial by jury
- Criminal Code
- Torts: negligence, how to establish a claim for negligence

Racial History

A training program curriculum should reflect current social attitudes and progresses. Therefore, one of the constants in development deals with historical backgrounds of minority-group workers. An example of this is an item on Negro history. This topic includes early West African culture, the slave trade and colonial period, pre-Civil War, a period of progress 1865-1880, a period of relapse 1890-1955, the early civil rights movement, the rise of black nationalism. Depending upon the group and the area, other similar constants could include history of Mexican, Puerto Rican, Indian and other groups.

Racial Problems in America

This item may be considered as a broader constant, and one to use instead of or in conjunction with Racial History. This topic includes a socio-psychological perspective on racism, the differences between the early European immigrants and the Southern Negro (Puerto Rican, Mexican, etc.), black power as a response to white racism and the "white problem" in America.

Interpersonal Skills

This section deals with the trainee as a participating member of many groups. Subjects covered are attitudes toward one's self and others, understanding one's own and other's behavior and motivations, working and participating as a member of a group, problem-solving techniques, barriers to communications, communication skills, and effective listening.

What Does An Employer Want From An Employee

This may be an entirely new concept to the underemployed worker. It has the virtue of asking him to understand the many and varied details that management should consider. This item is aimed at giving the worker a new perspective about his present job and his growth potential.

- Productivity: quantity of work produced, quality of work produced
- Flexibility: the ability to do more than one job, the ability to learn new jobs, the ability to adapt to change

- Dependability: low tardiness rate, low absentee rate, willingness to work overtime

- A Sense of Loyalty: low turnover, identification with organization, cooperative effort

- Capacity: for growth in present job, for growth into a new job

Notes on the High Intensity Training Curriculum Manual

For each HIT program, two sets of curriculum manuals are developed: one for the instructor and one for the trainees. The instructor's manual has more detailed explanations and any teaching aides and suggested methodology.

The manual serves as both a guide and a reference for the trainees. It is a cumulative collection of material pertaining to the skill training and basic education information covered in the class meetings. The contents of the manual, though prepared prior to the start of the program, are handed to the trainees as each topic is discussed in the training session. This procedure allows for flexibility of timing instruction and provides the trainee with only relevant material for each session. The training manual itself is divided into sections representing each session and is distributed at the first meeting.

The trainee's manual is a viable document. Even after the training program is completed, new material to replace sections may be sent to the trainees for inclusion in their manuals.

The skill training material is prepared by the trainer to meet the needs of the particular organization. This material is not totally adaptable to any other situation because it is based on the problems and operations in that particular organization. Frequently, because of the training program, new methods of operation will be introduced, and this requires that the manual be altered and new information be incorporated. Often during the program the trainees themselves will discover new techniques or "tricks of the trade" and again additions will be made in the skill content of the manual.

In the case of the instructional building curriculum, The Institute found that certain topics apply to every training program regardless of the industry. These topics were then arranged into a category of "constants" which is to be included in all training manuals.

The trainer develops those topics of the constants part of the curriculum which deal specifically with the organization: company history, company benefits, skill requirements, problems of the company. A particular aspect of one of the constants may be explored in greater depth and the trainer may want more information for his group; hence, additional information must be prepared for the manual after the actual discussion in the training session.

The manuals are left with the trainees for their continued use. The instructor's manual, which is left with management, serve as a guideline for preparing future upgrading programs.

The following presents the contents in the suggested order of a typical trainee's manual at the beginning of a program.

HIT Training Manual

Page 1 - Title Page . . . . . . "Training Manual for:..." (General Descriptive Title of Course - ____ Organization, The Institute, Address....)

Page 2 - "Trainee Manual for..."

Page 3 - "Warm Welcome" . . . . To be co-signed by trainer and representative of organization.

Page 4 - List of Trainees

Page 5 - Table of Contents . . (To be inserted on last day of class)

Topic - Session #

Page 6 - Session #1, and all other succeeding sessions . . . . Session # and Topic Titles

Daily Lesson Outline Sheet

The trainer's manual will include a series of daily lesson plans — one for each training session. Although the basic material should be stated on the sheet at this time, some material may be added after the lesson has been taught. The techniques employed are listed with each lesson. For example, it should be noted if an ouside expert or superior is expected to teach a particular lesson, or series of lessons, or if audio-visual materials are to be used, or if role-playing is introduce — for whatever method is planned. Particular attention should be paid to making appropriate comments about the success or failure of each training session. The attached form is a guide to assist the trainer in the preparation of these.

Daily Lesson Sheet

SAMPLE

Session #: Instructor: Date:

TOPIC: (Basic Education, e.g., Money Management) Time:

Key points: Techniques

Materials needed for lesson:

Trainee's evaluation of session:

TOPIC: (Skill, e.g., Principles of injection molding) Time:

Key points: Techniques

Materials needed for lesson:

Trainee's evaluation of session:

Case History: The Use of Curriculum for Educational Guidance

This situation occurred in a small manufacturing plant which is a subsidiary of an international corporation.

While in the process of trainee selection, the trainer noticed that eight of the ten trainees had not completed high school. During the individual interviews, the trainer probed to find out if these trainees had any real interest in continuing their education. In all cases the answer was positive; however, the trainees were uninformed about the educational opportunities available to them in the community.

The trainer designed a HIT session on educational opportunities in the community. The trainees were given material for their manuals which listed all the public and private educational opportunities available to them. This included the addresses and phone numbers of the respective institutions, as well as the person to contact.

The trainer also reviewed company benefits on education, which covered a wide range of educational programs. The trainees had not previously been informed of these benefits. The trainer had also invited a guest lecturer for the session: a representative of the community's Board of Education who presented an overview of the programs available to the trainees and answered their specific inquiries.

During the remainder of the program the trainer counselled several trainees on their education plans. Before the conclusion of the program, eight of the ten trainees were enrolled in some formal educational program.

The Use of Skill and Other Resource Persons from Within and from Outside the Organization

The trainer is responsible for finding the necessary instructional talent for the technical aspects of the program within the organizations. The groundwork for this will have been laid during the initial meetings with the first-line supervisors. These people will have been informed that they may be asked to contribute their expertise as guest instructors or resource persons.

The use of persons in the organization is an effective means of building wide organizational commitment to the program. Most important, it efficiently supplements the trainer's knowledge of the target job. For the trainer to become proficient enough at a target job to give a skill demonstration might take several day's time.

However, there is also some risk associated with the use of skill resource people. The person selected may be very skilled in his trade, but he might be a very poor instructor. If the trainer feels that the skill resource person will not effectively get the subject across, he should give serious consideration to the following alternatives:

- If time permits, give the skill resource person(s) an orientation on training techniques.
- Look for an alternative skill person who is a better instructor.
- Learn the particular skill to be demonstrated, and give the session using a skilled resource person as a consultant.

If a skill resource person is not available within the organization because the skill is new to the operation or because production schedules prohibit, the trainer may contact the manufacturer(s) of the equipment or materials used in the organization and request the services of one of their demonstrators. Trade and professional associations or trade magazines may be in a position to donate time and materials for training sessions during the project. Before finalizing arrangements for guest speakers who are not employees, submit the following information to your project for approval:

- Name of company or organization which guest represents;
- Type of organization (commercial, non-profit, etc.);
- That organization's relationship to training site;
- Source of recommendation;
- Dates for which you are requesting guest;
- Special provisions necessary;
- Approval of management.

There are various resource agencies from which the trainer could request data concerning his industry; the Bureau of Labor Statistics, the State's Department of Labor, the United States Departments of Labor and Commerce, etc., as well as trade associations and unions.

The trainer may wish to contact the relevant social agency for a resource person to address the training group on the money management topics, social security benefits, etc. Often, banks will send one of their representatives to talk about loans, liens and garnishments. (Check with the bank used by the organization.) There are also representatives from Community Service Agencies who are more than willing to supply a speaker; the Small Businessmen's Bureau, the Legal Aid Society, the State Employment Service are three possibilities. Arrange your schedules in advance and check with your Training Director to share expertise about the services that organizations make available.

Contributions of Audio-Visual Materials

Audio-visual materials, when properly used in the teaching situation, can accomplish the following:

- They supply a concrete basis for conceptual thinking and thus reduce verbalism.

- They direct and hold attention when properly introduced, i.e., the reason for using a specific piece of material should be clear to the training group.

- They provide experiences not easily obtained.

- They provide variety.

- They improve the effectiveness of other materials.

If films, audio tapes or overhead projections are to be used in a training session, the trainer should carefully set the stage. The members of the group should know what they are about to experience, what they should look for, and how they will use the material later in that session or another. Audio-visual materials should be used to accomplish specific purposes which are clear to both the trainer and the trainees.

Characteristics of a Good Visual Aid

A visual aid is a specifically prepared drawing, model, or device that will expedite learning. When selecting or making materials to be used with an overhead or opaque projector, the following points should be considered:

- It should explain an abstract idea, show a relationship, or present a sequence or procedure that cannot be clarified without it.

- It should be large enough to be clearly visible to everybody in the group.

- Any lettering should be large and bold to avoid eyestrain from any point in the room. Avoid decoration and prevent distraction.

- The wording should be easy for the learners to understand. Terms should be acceptable and in common use in the occupation itself.

- If scale is an important part of the projection, the essential parts should be in proper proportions. Otherwise, the learner may be confused.

- It should be constructed of good materials, so it can stand frequent use.

- It should show evidence of good workmanship and be carefully finished.

- It should be portable to permit its use in more than one location.

- It should be protected with paint, shellac, glass, cellophane, or other protective materials.

Misuses of Audio-Visual Methods

Audio-visual materials do not solve all teaching problems. Sometimes they create problems and misconceptions. Audio-visual materials do not provide:

- A guarantee that accuracy will result from the use of audio-visual activities;

- A solution to the problem of motivation and commitment.

The use of audio-visual methods can impair the learning process when they become the instructor's major concern during the session in which they are presented. Some pitfalls to watch for are:

- A tendency not to focus on the learning task but on the materials being used;

- A tendency to allow the audio-visual material to supplant the teacher;

- A tendency to use audio-visual materials that appeal for reasons other than the problem at hand;

- A tendency to allow the audio-visual materials to supply the experiences and commitment the teacher should bring to the subject.

Blackboard-Chalkboard

The purpose of the chalkboard is to help trainees visualize material and to reinforce points of discussion. The chalkboard can be used:

- To illustrate important facts, ideas, and processes, with the help of drawings, sketches, maps and diagrams;
- To provide a medium for student demonstration and practice;
- To note key points on during discussion;
- To show how ideas or facts are organized.

Test the chalkboard before the first session to see that lighting and seating arrangements are comfortable. Complicated diagrams or drawings should be put on the board prior to class time. Remember to face the trainees as much as possible when explaining and writing on the board simultaneously.

Advantages of Using a Chalkboard:

- It is always at hand and little time is needed for preparation.
- It provides a large area to work on in full view of the class.
- It is inexpensive and usually available in the plant location.
- Students can use it as a practice area and become involved in a chalkboard demonstration.

Disadvantages of Using a Chalkboard:

- The learning experience is usually passive for the student.

- The teacher may cut himself off from the students by over-using the chalkboard, usually by not talking and by turning his back to the learning group.

Tape Recorders

Tape recordings can be used:

- To present pre-recorded talks and speeches;
- To provide sound for still visuals;
- To provide practice with language skills;
- To provide the student with a record of his performance.

All audio tapes, like any audio-visual material, should be reviewed by the trainer before their presentation at a training session. The tape should be used for a specific purpose and trainees should be prepared for its contents. Usually, the tape should be frequently interrupted for class discussion and questions. An audio tape playing for more than three minutes will have a detrimental effect on attention and interest.

Advantages of Using a Tape Recorder:

- A tape recording can present material otherwise unobtainable. For example, commercially produced educational tapes dealing with a wide variety of subjects are available.
- The teacher can evaluate his presentations if they are tape recorded.
- The students can evaluate their performance on tape. (Care must be exercised to avoid embarrassing some sensitive people.)

Disadvantages of Using a Tape Recorder:

- The learning experience is usually passive for the student.
- Many individuals are frightened or act unnatural when a tape recorder is in use.

Motion Pictures

The purpose of using a motion picture during a training session is to present an experience that would not otherwise be possible in the classroom. The motion picture is used primarily:

- To bring the past, present and future into the classroom;
- To present processes that cannot be easily seen by the human eye;
- To present a complex operation or situation in simplified or animated form.

Suggestions for Using Motion Pictures:

- Preview all films for content and discussion material.
- Introduce the film to the trainees, listing facts and ideas to watch for.
- Discuss the film after it has been shown.

Advantages of Using Motion Pictures:

- They compel attention.
- They can best present certain job-related tasks in motion.
- They allow for a control of time — spanning, condensing and telescoping — and they heighten reality.

- They provide a common experience for later discussion and reference.

Disadvantages of Using Motion Pictures:

- The learning experience is usually passive.
- They offer little opportunity for working with the individual.
- They are expensive to purchase and require much advanced planning to rent.
- It is difficult to stop films for discussion.

Video Tape Recorder (CCTV)

The purpose of the Video-Tape recorder is to make available specialized material in motion picture form. It can be used:

- To send programs to many classrooms at one time;
- To make a program for later use;
- To immediately review some event.

Advantages of Video Tapes are:

- They help instructors improve their teaching techniques.
- Many individuals can be reached at the same time.
- They can be immediately re-played.
- A tape library can be made.

Disadvantages of Video Tapes are:

- They require expensive, bulky equipment.

- They preclude individual instruction if they are presented to large groups on closed circuits.

Overhead Projector

Suggestions for Using an Overhead Projector:

- Use overlays and bright colors in making transparencies.
- Use the projector from a sitting position within the group whenever possible.
- Use special wax pencils or inks to draw on the transparencies.
- Turn the projector off to allow for discussion and to hold the students' attention.

Advantages of Using an Overhead Projector:

- The classroom does not have to be darkened.
- The trainer conducts the session as part of the group, rather than as a projectionist.
- It is easy and inexpensive to make transparencies.
- Images can be held on the screen for as long as desired.
- From your seat, you can use a pencil or pointer to point out details of the image on the screen.

Disadvantages of Using an Overhead Projector:

- The learning experience is usually passive.
- A projector is a relatively awkward piece of equipment to transport.

Still Pictures — Opaque Projectors, Slides and Filmstrips

The still picture can be used for the same reasons as the motion picture with these additions:

- They can allow for an arrest of motion and action so specific elements may be studied in their context.
- They can project graphs, maps and diagrams.

Advantages of Using Still Pictures:

- It can promote a better understanding of abstract relationships.
- Any printed material can be used without special preparation, e.g., a diagram in a book can be projected.
- Discussion can be carried on simultaneously with the projection.
- Materials are inexpensive and easily available.
- Materials can be made by trainer or trainees, thus becoming highly relevant.

Disadvantages of Using Still Pictures:

- The classroom must be darkened.
- A projector may not be available and is difficult to transport.

PHASE IV - THE ROLE OF THE TRAINER

The trainer's role is difficult to define because it changes with time; during the JTA he is a salesman, psychologist, industrial engineer; during the training program he is a teacher, an administrator, a counselor, a friend; during the post-training period he becomes a manager, a conference leader, a trouble-shooter. The trainer's role also changes with different people's perception of that role: the underemployed worker may see him as someone to emulate, someone to lend a helping hand, someone to rebel against; the management of the organization sponsoring the program may see the trainer as a consultant, a skill expert, a potential employee, or even as an intruder not to be trusted.

These changing roles are each demanding and the fact of their shifting quality requires strength of personality on the trainer's part. He must be immediately aware of these shifts and be able to accommodate each one with resourcefulness, tact, humility, and dedication.

The trainer must be aware that he commands a great influence over at least three groups: the workers, their supervisors, and company management. His relationship with these groups will influence the entire training program.

The role of the trainer is to accomplish the objectives of the HIT program. To succeed in accomplishing these objectives, he must present the program in such a way that it becomes the catalyst for changing the underemployed worker, the supervisors, and top management, as well as the overall organization.

Underemployed Worker

The trainer attempts to make occupational, economic, psychological, sociological and educational changes with members of this group. The HIT contract assures at least minimal changes in occupational and economic status. However, the other, more subtle and difficult areas for changes are solely the responsibility of the trainer.

Top Management

The trainer attempts to change this group's behavior and attitude toward the underemployed worker, upgrading and training of minority-group workers, job restructuring, hiring criteria and the uses of existing manpower.

Organization

The trainer's most ambitious and far-sighted goal is to act as the catalyst for changing the organization's economic, productive and social orientation. This will not be accomplished in 40 hours, but the "fallout" from a successful HIT program can be a beginning to accomplishing this objective.

Finally, by aiming toward these objectives the HIT program can act as a "linking pin" which improves communications between all levels in the organization.

In-Plant Activities During the Program

First Day's Session

The first day's session should be opened with a general greeting to the participants, trainees and guests. In the very first training session it is necessary to involve as many of the company people as possible to greet the trainees, wish them luck in their current training endeavor, and show them that management endorses this training program.

Each trainee should have a name tag in front of his seat. This will enable the trainer to address the trainees by name. It is always wise to find out from the worker how he wishes to be addressed, as Mr. or Mrs., or as Joe or Mary. Initially, it is better not to become too familiar with the trainees. Relationships must be developed through mutual respect, mutual concerns and interactions that will take place during training.

After presenting the guests to the group, the trainer should have an opportunity to introduce himself to the participants and to share whatever information or experiences that he wishes. The trainer should realize that this session must deal with some of the anxieties common to the beginning of a new educational experience. His introduction should stress a genuine positive, enthusiastic approach with no hint of threat of failure.

Explaining the Program

The trainer is the conference leader for the first day's activity and will introduce the management representatives to the group of trainees. Each representative gives a short talk in which he might discuss why the training is being conducted, the significance of the training to management, and what it will mean to each participant.

Distribution of Manuals

The trainer will prepare a manual for each trainee which he will distribute after the coffee break of the first day. He should explain to the trainees the use of the manual, stressing the fact that each session will have corresponding written material which will be distributed at the end of each class. The materials should be regarded as records of the lessons and to be used as references during and after the training period.

Preparing Trainees for Next Session

The trainer should allow several minutes at the end of each session for a summary of that day's class activity. This will afford him the opportunity to get feedback from the group to ascertain whether or not he has successfully communicated with them and whether additional time will be needed to re-explain or review any of the old material. After the summary, the trainer should explain the following day's topic and make assignments for specific trainee participation. This promotes continuity in the training program, logically building on each day's experiences.

On-Going Activities During the Program

Pacing the program. During the course of the 40-hour program, the trainees will be given frequent opportunities to achieve simple sub-goals in order to ease their suspicions, build up their confidence and self-esteem and motivate them to assume their new responsibilities as soon as possible. A definite group cohesiveness among trainees will be discerned during the second week of the program.

On a weekly basis, the trainer will meet with supervisors and management, advise them of the trainees' progress and discuss those factors which affect the trainees. The objective of these meetings is to create a very positive atmosphere for the trainees which, hopefully, will go beyond the completion of the program.

Communication with Management, Supervisors, Shop Stewards, etc.

It might be necessary during training to communicate with several different groups in the work environment regarding concerns you have about the trainees and/or any of the problems or difficulties they might have in executing their new jobs. For example, problems between co-workers and supervisors who are not communicating properly with each other.

Training the worker in his work environment provides the distinct advantage of providing him with daily contact with his future co-workers and supervisors while he is being introduced to his new higher-skill job. Since higher-skilled personnel in the plant will participate both in developing curriculum and in teaching new skills, two important obstacles will be overcome. First, they cannot complain that course content is too sketchy or that skills have been improperly taught and second, it will give the trainee, his new co-workers and his supervisors a chance to get to know each other gradually over a five-week period. This makes the transition to the new job easier for all concerned. To lessen their anxiety of the management, it is good practice to give them periodic progress reports and to share feelings about the trainees.

Co-Worker Jealousies

During the sessions which deal with general reaction to the program (scheduled two times during the 5-week training), the trainer can discuss what has happened to the worker. For example, jealousies or hostilities may have been expressed by those who were not selected for the program. It is a good idea to air these situations and the trainees' feelings about them. A permissive group discussion, with everyone having a chance to express ideas and react to others, will go a long way toward reassuring the trainees and giving them some armor for subsequent unpleasant encounters with their peers.

One of the goals of the HIT training program is to build an esprit de corps among the trainees which will carry over to their new job situation.

Trainee Problems

During training, the trainer should schedule at least two interview periods during which he can talk with trainees privately about the program. The trainer should attempt to help them or advise them with any problems and suggest sources where they can find answers to their questions. The workers might have such problems as babysitter problems; difficulties in getting to work on time; relating to certain supervisors; or cross-cultural problems.

Schedule, Materials, and Use of Machinery and Tools

During the JTA the trainer has found out what materials, tools, and machinery are necessary in order to teach the work skills required for the job. In some plant situations, it will be necessary for the trainer to find out from management the best time to schedule the use of certain tools so as not to interrupt production. In most cases, two to three days before he plans to teach the skill portion of the training, he should schedule with management the use of the tools, machinery, etc.

Last Day of Training Session

The last session of a HIT program is devoted to a formal graduation ceremony. Each trainee is awarded a certificate of completion on which his name has been carefully lettered. Often, because of the poor educational background of underemployed workers, this "graduation ceremony" is his first one, and so it becomes a very important milestone in his life.

Speeches and acknowledgements are made by top management and by invited civic and community leaders. Refreshments are served. The trainee is encouraged to invite his family and friends. By making the graduation a festive occasion, the trainees are again assured of their worth to the organization, to their community, to their families, and to themselves.

Below is a sample of a notice to be included in the Trainee's Manual. The trainer may choose to alter this sample so that it becomes more pertinent to the particular program.

A WARM WELCOME TO YOU

May I congratulate you on this first day of your training on behalf of ______________________ and the entire
(your organization)

staff of _________________________________.
(name of plant or organization)

We welcome you to the training program with the feeling that we know you are going to do well — and that in time, you will soon be advancing to even more responsible positions.

Once again, congratulations and welcome.

The Drop-out Problem

The individual who drops out of school or training programs does so because he cannot adjust to the present situation. He may have had disappointments before in similar situations and refuses to risk another; he may be convinced that he is unable to perform the required work; he may have pressures at home that prevent his concentration on and assimilation of new information and job skills; he may be facing pressure from members of his peer group, feel that the program has made him an outsider to their world. There seem to be several good reasons why drop-outs occur.

The trainer must remain alert to the symptoms of an impending drop-out. These may include lateness to the training sessions, absence from the class or even from work itself, grumbling when new topics are discussed, aimless arguing with the trainees or with the trainer, discussion among other members of the group about this particular trainee, negative comments from supervisors. Should any of these be noted, the HIT trainer must react immediately.

- Check with supervisor to see if he has noted similar indications.

- Recheck the personnel file to see what this person's pattern, if any, has been: did he complete school? — Has he moved from job to job? etc.

- Request a private talk with the individual himself.

- Advise him that you have observed that he is not happy with the training course and you, as trainer, are concerned about him.

- Ask him if there is anything you are doing or not doing which is disturbing him. Try to draw out what is bothering the trainee. *If* the trainee feels the new material is too difficult for him, try to show him how this is not so, that he has the confidence of his supervisors, management and HIT. *If* he thinks he cannot do the work in the time allotted in the training class, arrange some extra time for the trainee to practice on his own, or with your help. *If* the trainee is afraid that he will disappoint everyone should he fail, let him know that he would not be a disappointment and that he would in no way suffer should he choose not to complete the training program.

- Arrange for a trial period in which the trainee promises to cooperate and to re-evaluate the training course. Provide for several short conferences with this trainee during the trial period.

- If no rapport can be reached between the trainee and the program, perhaps it would be better for him to wait for the next program. The potential drop-out's behavior may adversely affect the other members of the training group, who also deserve to be considered.

- Notify the Director of Training of the circumstances surrounding the impending drop-out and of the steps which you have taken.

Procedures for on-going Evaluation of Trainees

There is enough background material to indicate that formal screening and testing situations are unfair to minority group members in the lower socio-economic stratum. Therefore, the trainer has the responsibility to see that these instruments are not used in conjunction with HIT.

The project wishes to do all in its power to build up the self-esteem and motivation of the underemployed workers. The use of this kind of testing, which may have precluded them from continuing their education, would be inconsistent with these goals. One of the major elements of the HIT concept is a curriculum built upon short, achievable skill sub-goals.

It is hoped that the daily review of the previous lesson from the trainees themselves would, in many ways, substitute for formal testing. As additional review and practice of skills, the trainer should see to it that on each Friday following the four-day training week the trainee is assigned to a company supervisor in the particular area of his training. On each Monday prior to the class, the trainer should meet with the supervisors to get their evaluations of trainees. An evaluation form should be provided for this purpose.

The trainer's, supervisors', and management's evaluations combined should be sufficient indication of the trainees' progress and whether he will indeed be entitled to the new job title and increase in wages.

Termination of a Trainee from the Training Program

Policy has been that anyone who is being considered for termination from the program should be dropped no later than the midpoint. If by mutual agreement, the project's staff and the organization feel that it is in the best interest of all to drop a trainee, the following procedures should be observed in handling the problem:

1) Supervisors should be informed by the trainer that, based on mutual evaluation of the trainee's performance, the trainee will be unable to complete the program.

2) Supervisors should be told that the trainee's termination from the program in no way should affect the trainee's present position and, as a matter of fact, the program will have enhanced his abilities.

3) The trainer should then ask management to select someone from their staff (either the trainee's present supervisor, personnel department's representative, etc.) to notify the trainee that he will no longer be able to continue with this particular program. The trainer should be involved in the decision as to who will tell the trainee. The trainer will meet with the designated individual to review the case and also to offer suggestions to the supervisor how best to handle the situation. It is important to reassure the dropped trainee that he will not necessarily be precluded from future training and upgrading possibilities, should they arise.

4) Members of the training class should be told after the fact that one of the trainees has been dropped. The trainer should ask them not to preclude him from some of the group activities which may have arisen as a result of this program.

The trainer should try to persuade management that, if the trainee has been in part of the training program, he is, as a result, now able to perform his present job more proficiently and a smaller increase in wages might be advisable. This would tend to: positively affect the moral of the trainee and the other trainees in the program; indicate to co-workers that management has not reneged on the increases and titles.

The Generalized High Intensity Training Technique Model for Non-Skill Sessions

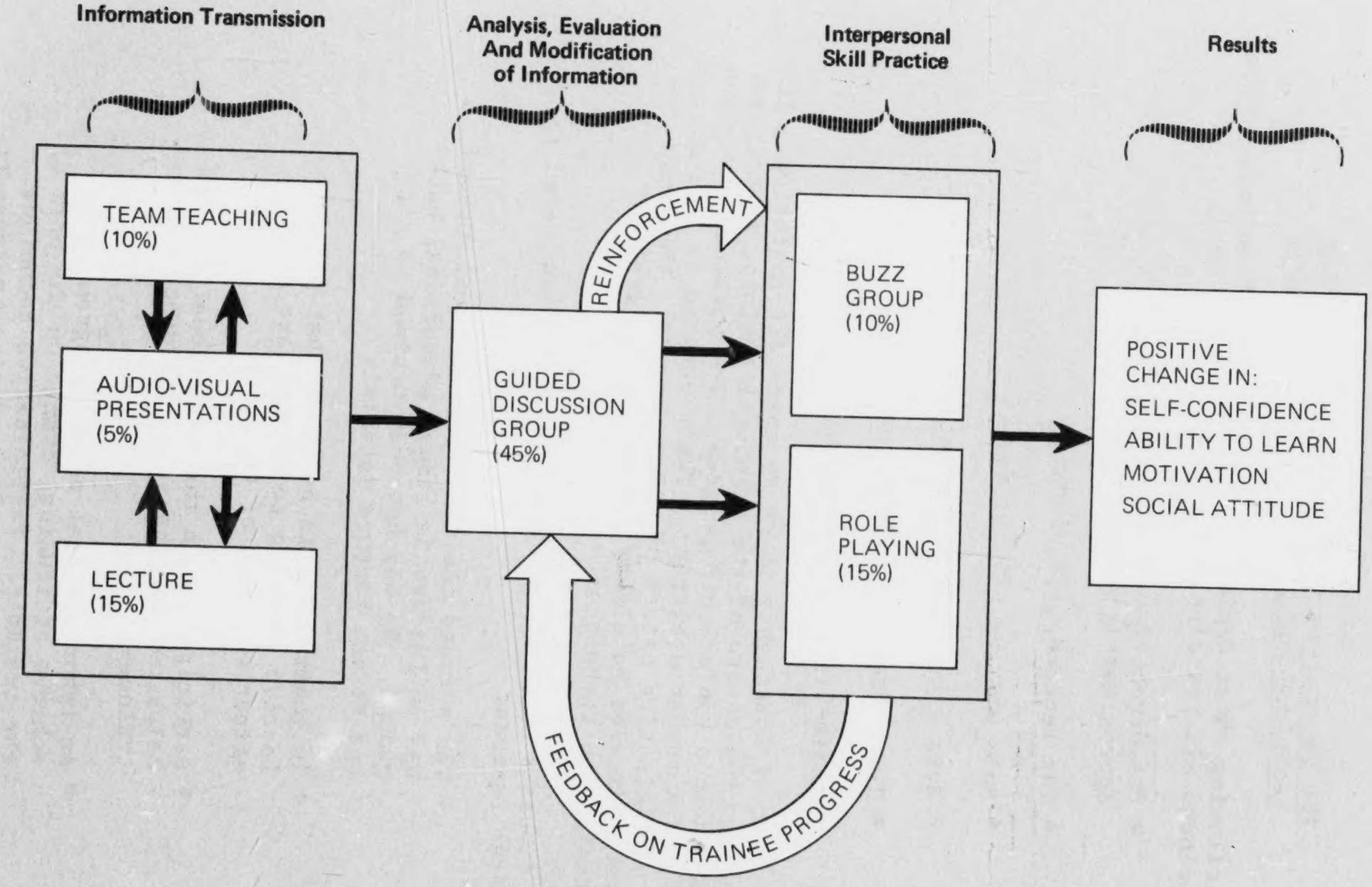
The following chart depicts a generalized HIT technique model. It includes six principal components of this model:

- The directed discussion group, used approximately 45% of time
- The lecture, 15% of time
- Role playing, 15% of time
- Buzz groups, 10% of time
- Team teaching, 10% of time
- Audio-visual presentations, 5% of time

This list of components is by no means all inclusive. It is merely indicative of the principal training techniques employed in a typical HIT program. The percentage figures used are somewhat arbitrary. Their purpose is to indicate the participative nature of a HIT program. The model depicted indicates an eighty percent use of trainee participation techniques.

The emphasis on participative training is advocated for several reasons:

- The average trainee (underemployed worker) has an inadequate formal educational background. He has not been trained to sit and absorb lecture material.
- In general, it is believed that participative learning techniques are a more effective means of teaching.[9]
- Participating in the educational process helps develop the self confidence of the trainees.
- An important goal of the program is to achieve attitudinal change on the part of the trainees. Participative techniques are more effective at getting trainees to


Information Transmission
Analysis, Evaluation And Modification of Information
Interpersonal Skill Practice
Results
TEAM TEACHING (10%)
AUDIO-VISUAL PRESENTATIONS (5%)
LECTURE (15%)
GUIDED DISCUSSION GROUP (45%)
REINFORCEMENT
BUZZ GROUP (10%)
ROLE PLAYING (15%)
FEEDBACK ON TRAINEE PROGRESS
POSITIVE CHANGE IN:
SELF-CONFIDENCE
ABILITY TO LEARN
MOTIVATION
SOCIAL ATTITUDE

HIGH INTENSITY TRAINING TECHNIQUE MODEL / NON-SKILL SESSIONS –
(80% TRAINEE PARTICIPATION MODEL)

internalize the concepts taught. This internalization of the material is essential if attitudinal change is to be accomplished.

The Directed Discussion Group

The core of the HIT technique model is the directed discussion group. This approach is entirely feasible as HIT classes average about 10 trainees and the model could accomodate a group of up to 20 trainees. The direction of the group is determined by the trainer or someone he appoints as group leader. Although, at some point, the leader may wish to allow a member of the group to give it direction. The advantages of this technique are:

- It reduces the formality of the training class.
- The trainees have the opportunity of benefiting from the thinking of the entire group and not just the trainer.
- Trainees can learn by asking the questions of the group that will help them most.
- It encourages trainee participation and enthusiasm in the learning process.
- It develops confidence and ease in talking with others.
- It develops the trainees' awareness of dealing with small groups in the decision-making process.

The role of the leader is to:

- State clearly the subject to be discussed.
- Pose definite questions to the group, questions that cannot be answered with a simple "yes" or "no."
- Make frequent summaries, or request them of group members, to keep the session on track.

- Stay out of the discussions, except to stimulate questions, ask for clarification, etc.

- Draw reluctant members into discussions.

- Make final summaries, or request a group member to do so.

The directed discussion group bears a very strong resemblance to the conference training model. The following discussion draws heavily on the conference model methodology.[10]

Understanding Discussion Member Roles

The trainer should familiarize himself with the different roles people take in group discussion. This will serve at least two purposes: 1) an understanding of these roles will aid him in working more effectively with the group; 2) he can point out these roles and their effect on the group to the members, thereby enhancing their development. Among the member roles the trainer should be familiar with are:

Content Roles

- Initiator — makes suggestions

- Information-Seeker — asks questions

- Blocker — objects to other people's suggestions for action

- Expert — knows the facts

- Destructive Critic — tears other people's ideas apart

Process Roles

- Summarizer — summarizes where the group stands

- Task-Setter — tries to get the group to move on, emphasizes what still has to be done

- Decision-Announcer — announces decisions after the group has reached agreement
- Trafic-Cop — decides who talks when
- Encourager — encourages others to contribute
- Mediator — tries to narrow differences
- Playboy — kids around (and sometimes reduces excess tension)

Inactive Roles

- Follower — goes along with the group
- Listener — seldom, if ever, speaks
- Daydreamer — mind far away from the issue

Individuals play many different roles during the session. A successful discussion group requires that members subordinate roles based on personality needs, outside commitments, etc., and accept roles, both content and process, which will help the group move toward its objectives. In other words, from an aggregation of individuals, a work group arises which both satisfies the social needs of its members and works in reasonable harmony to solve problems.

Discussion Leadership Procedures

Open the session:

- Put the group at ease with cordial greeting and an appropriate story.
- State the purpose of the session and the objectives to be attained.
- Review the background of the session (previous day's session).
- Announce the problem or topic to be discussed.
- Define the procedure to be followed.

Open the discussion in one of the following ways:

- State the facts.
- Ask questions.
- State an opinion.
- Use a demonstration, case study, chart, film strip, or motion picture.

Conduct the discussion:

- Encourage participation; pool ideas; allow for mutual exchange of experiences; give everyone a chance to take part.
- Control the discussion; avoid personal feelings resulting in arguments; prevent anyone from monopolizing the discussion.
- Keep the discussion on the beam.
- Summarize frequently; analyze the progress of the discussion, restating and rephrasing opinions expressed.

Summarize the discussion:

- Indicate the highlights of the sessions; evaluate ideas, opinions, suggestions, experiences.
- Arrive at conclusions or solutions — what the meeting accomplished.
- Decide on a plan of action — how to handle the problems, group proposals and recommendations.

The Use of Role Playing

The use of role playing will supplement the directed discussion technique in building the trainees confidence and self-awareness. It will also provide the trainer with invaluable feedback on the trainees. It is a procedure in which the participants project themselves into unfamiliar roles or into their own.

roles or into their own role in an unusual situation, as a means of developing skill in or sensitivity to interpersonal relationships.[11]

Role playing can be used in several ways:

- As a demonstration of certain events to provide a spring-board for audience discussion.
- To give information.
- To try out solutions to anticipated problems.
- To recreate a situation for the purpose of group analysis.
- To apply theory of general principles in a practical situation.
- To create a common experience for a group to discuss, so they don't misunderstand each other in the discussion.
- To create "test" situations for individuals.
- To create experimental situations for research or study purposes.

During role playing the trainer functions as:

- A diagnostician, assessing the appropriateness of role playing at a particular time.
- A stimulator, sensitizing the group to need to work on a particular program.
- A role playing director — setting up situation, briefing the audience, warming up the situation.
- An observer briefer, setting up observer categories briefing observers.

- A procedural technician, determining the form of role play, some of which are:
    - Straight roles
    - Role reversal
    - Replay after observation
    - Replay scene with different cast who do not see first scene
    - Use of alter egos
    - Soliloquoy

Introducing role playing requires forethought and careful planning if the session is to be effective. The most difficult part of this training method is its initiation. It's better to engender the action naturally rather than label it as something special. The trainer may cast himself in an unfavorable role, for example, and ask for reactions. Other roles will develop from these reactions, and trainees can either choose their own roles or be assigned to them as the "play" develops. As interest in the "plot" is generated, it is sometimes useful to stop the action, suggest that the group is now "warmed-up" and that the roles can become more clearly defined. Whenever possible, let trainees choose roles or assign roles to each other. The trainer may suggest shifts and changes in these roles when he sees that participation in a particular role would help an individual understand a problem or develop an idea. Spontaneity is, of course, essential to role playing, and generally, underpreparation should be trainer's guide. He should have a goal in mind, but only a very unstructured idea of how that goal is to be accomplished.

Several members of the group will necessarily be the audience to the role-playing. After the warm-up period, this group should be assigned specific details to watch for:

- What reasons do they see for the behavior exhibited?
- How would they feel in a particular role?
- How good are the solutions presented?

The Use of Buzz Groups

The procedure is very simple. The larger group is split into smaller discussion groups. First, each small group is asked to find solutions to an assigned problem — usually one that arose in the larger group session. Then each smaller group reports its findings to the larger group.

The use of buzz groups will also supplement the directed discussion technique. This technique has several advantages: 1) it further encourages participation in the learning process, 2) it helps resolve conflict between training group members, 3) it helps develop group problem-solving abilities of trainees.

The Use of the Lecture

The monologue is one of the least effective means of altering behavior. Our experiences indicate that this is especially true of persons with poor educational backgrounds or who have not had experience in controlling their attention spans. (If nothing else, college does teach one how to listen relatively attentively for long periods of time).

However, in a HIT program, there are times when a brief lecture will be useful. First of all, it is a means of quickly imparting information to the trainees. Second, it represents a change of pace from the group centered activities. Some guidelines to bear in mind while lecturing:

- Although it is a means of quickly imparting information, it should be used with discretion. If you want the information to be internalized by the trainees, follow-up on the lecture with more participative activities, such as role playing, discussions, etc.

- Keep the lectures brief; they should not exceed 30 minutes.

- Supplement lectures with the use of a chalkboard or easal pad. Also, whenever possible distribute relevent handouts at the end of your lecture.

- Encourage questions from the group and when you finish, ask a group member to summarize the key points of your lecture.

Team Teaching

This method involves the use of group members as trainers. Some guidelines to the use of this technique are as follows:

- Assign two trainees to present the session. This will give them a greater degree of confidence than if only one trainee is responsible, and will lower their anxiety level.
- Thoroughly discuss the assigned topic so that they fully understand it. Offer help with preparation for the session.
- Introduce the session.
- If the session slows down, join in and get it going. As soon as it is moving forward again, let the "trainers" assume control.
- Ask the group to evaluate the session.

This active participation in the educational process develops the trainees' interpersonal skills, especially their communicative skills. Also, acting in a leadership role with the peer group is bound to have a positive influence on self-confidence.

Some Additional Training Techniques Applicable to the HIT Model

Occasionally, the trainer will want to supplement the model with additional techniques. In all cases he should familiarize himself with a technique before attempting to use it. An outline list of several appropriate techniques follows:

- Assigned Project - the instructor assigns one or more students to a special task such as: finding a solution to a given problem; checking a procedure with a qualified person; or report on a special reading. The assignment should be carefully explained and the trainer must use the project material as he specified and make a thorough evaluation of it.

- Quiz - Written or oral questions on some aspect of traget job. The group should be allowed to judge and discuss the answers after the quiz. This very traditional technique does provide the trainer with immediate feedback on the trainees' understanding of an aspect of the program, providing the quiz is valid.

- Panel Discussion - The trainer invites one or more specialists to present short talks on a relevant subject followed by a question and answer period. The trainer should introduce the specialists and act as moderator. This type of session provides a refreshing change of pace.

- Exercise - The instructor assigns the trainees to write a description of a job-related problem. He corrects the exercises and returns them to the trainees. He should then devote some discussion time to the exercise. This type of exercise can stimulate the trainees' thinking on the development and use of proper procedures.

Case History: Problems with Management Over a Training Session

The trainer encourages management to visit training sessions in order to gain their commitment to the HIT process. In some instances, managements presence at a session can create problems if the situation is not properly handled.

This case history involves a medium size manufacturing company in a large urban area. The program involved upgrading plant workers to higher skilled jobs. The trainer invited another trainer (from his own organization) to give a session on Black-White interaction. The guest trainer was a young, well-educated Black.

The guest trainer's material was fairly objective, but his presentation was dramatic and could be interpreted as militant. During the session the executive vice-president of the firm, also a Black, joined the session. He sat quietly through the presentation, but his expression indicated that he was very upset. At the conclusion, he approached the regular trainer and expressed considerable displeasure with the guest trainer's presentation. He was upset to find Black power openly advocated in the session. However, he made no threats to end the program or interfere in any way with future sessions.

The trainer was shaken by the meeting and approached the project director with the subject upon his return to the office. The project director promptly held a meeting with the trainer, the guest trainer and the analytic director (who was doing a study on the organization). It was decided that the analytic director, who was on good terms with the executive vice president, would request a meeting with him to discuss the session.

The executive vice president was pleased with the project's concern and agreed to a meeting the next day. The analytic director began the meeting by offering no excuses and apologized for the quality of the sessions. He explained what the purposes of the session were, and why it was a difficult session to handle. The purpose had been to draw out of the trainees some idea of their self-concept. This information would be invaluable to the trainer in designing and conducting future sessions. The executive vice president agreed with the usefulness of such information and expressed an understanding of the difficulties in obtaining it.

At the conclusion of the program the president and executive vice president asked for a second program. They also made job offers to several persons at the project.

Questions:

What steps, if any, could the trainer have taken to prevent this situation from occurring?

Did he handle the situation properly when it did occur?

Techniques and Procedures for Handling Skill Training Sessions

One of the most difficult aspects of the trainer's role is preparation for the presentation of skill training sessions. It is obvious that the trainer cannot be an expert in every skill area he encounters at a multiplicity of organizations. For instance, in a given year a typical trainer would have to be an expert machinist, medical coder, electronics inspector, injection moulding machine operator, sheet metal welder, etc. The only course available to the trainer is to rely on skilled resources within the plant and consultants from outside the plant. Actually, the cost of outside consultants limits their use so that, in reality, the trainer will have to rely almost totally on in-plant assistance.

If the program was properly sold to management, they will be aware that the trainer will be calling on in-plant persons to handle most of the technical skill sessions. However, the trainer must still "sell" the idea to the supervisors at his initial meeting with them, because they will be asked to conduct skill sessions or suggest someone who can or be in some way instrumental in the success or failure of the skill training.

Procedure for Working with Skill Resource Persons

- During the JTA phase the trainer should familiarize himself with the technical aspects of the job as much as is practical.
- He should assign specific topics to his skill resource people and assist them in preparing lesson plan outlines.
- Whenever possible, he should rehearse his skill resource people and offer constructive critique of their training techniques.
- Whenever possible, he should rehearse his skill resource people and offer constructive critique of their training techniques.
- The trainer should attend all skill sessions and assist the resource people in every way possible.

- Following the session the trainer should discuss the skill resource person's session with him, offering helpful suggestions for improving his training technique if this seems appropriate.

A Four-Step Method of Skill Training

Step I - Preparation

- Put the trainees at ease by reassuring them and finding out what they already know about the job.
- State the purpose of the job, its importance, and its relation to other jobs.
- Offer some means of motivation for learning. This may be the job-intrinsic factors of interest, ease, satisfaction, importance, etc.
- Be sure the trainees are comfortably situated so that everyone can see and hear.

Step II - Presentation

- Present the skill step by step.
- Tell what you are doing and why.
- Stress each key point clearly, illustrating by example.
- Take up one point at a time, repeat as often as necessary. Encourage questions.

You can make your presentation of the task either by explaining or demonstrating, depending on which is more effective and convenient.

Ask questions at regular intervals to determine how much the group understands. Don't adopt a patronizing tone or attitude toward the trainees. If they knew the job, they wouldn't be there. Let the group feel that all of you are accomplishing a job together. When you demonstrate, take one step at a time and make sure your pace is slow enough so that the trainees understand what is being done.

Step III - Application

- Direct the trainees to do the job and correct errors immediately.
- Direct the trainees to tell, show, explain key points and make sure they know why each step exists.

This is where trainees begin to learn by doing. In this training step, they are asked to try out each operation, step by step, as it has been explained and shown to them. When some steps of an operation have been learned well, correct individuals on those steps not performed properly. Always try to compliment before you criticize. For example, you might say, "Bob, you did a good job that time, but here is a suggestion that might help."

Once they have the know how, only practice will enable the trainees to do the job faster. Remind them that speed and skill come with practice.

Step IV - Follow-Up (Evaluate)

Trainees' work should be inspected regularly to prevent them from acquiring wrong habits in doing the job. It's up to the trainer to return to the plant setting from time to time to find out how the trainees are getting along.

The trainer's attitude at this point can make the difference between the trainees being nervous or at ease. Encourage and compliment them as much as possible, and offer whatever help and advice is needed.

On the Job Training

Whenever possible, arrangements should be made for the trainees to spend the fifth day of every week at on-the-job training for the target job. Following each OJT session, the trainer should contact the supervisor for feedback on each trainee's performance. The trainer should utilize this feedback to determine the pace and content of future skill sessions.

The day following the OJT session, the trainer should seek feedback from the trainees regarding their perceptions of the experience. He should be especially sensitive to signs of discouragement on the part of the trainees. This might be an indication that they are meeting with resentment from the supervisors and/or workers on the target job. If this is the case, the trainer must meet with the target job supervisor(s) to try to alter his negative attitude toward his future subordinates. An appeal to social consciousness is usually not a successful method of dealing with supervisors whose job experience and longevity may appear to be threatened. The trainer should stress the positive, practical aspects of the training program and how the supervisor will benefit from a trained work crew.

Rehearsal for a HIT Program

Prior to presenting each HIT program the trainer should have a brief rehearsal with personnel in his own project. The purpose of the rehearsal is to give the trainer feedback on his material and its presentation. This will enable him to avoid some problems in the classroom. It should also provide him with additional confidence that he has a good program to present.

A few brief guidelines for a typical rehearsal are:

- A minimum of two hours is necessary for a meaningful rehearsal — four hours would be ideal.
- The rehearsal should be for at least three persons (more if possible) who are qualified to judge both the material and the presentation (ideally other project training staff).
- The trainer should handout his session outline plan indicating the number of sessions to be covered, the purpose of each session, and the sub-topics to be covered.
- Since a typical HIT program requires forty hours, the trainer should present only highlights of several key sessions.

- The group should be encouraged to openly judge and discuss the program and make positive suggestions for improving its quality.

Ongoing Evaluation of the Training Program

A common mistake made in most training programs is to wait for the conclusion of the program and then request from the trainees a formal evaluation of the program. The philosophy implicit in this procedure is that the trainer learns better training techniques from past mistakes. But why allow these mistakes to continue during a given program? To be effective and meaningful, evaluation must occur at every session. The short-term feedback provided by this procedure allows the trainer to take immediate remedial action.

Methods for Ongoing Evaluations

Evaluation is not necessarily a formally documented procedure. The trainers should be requested to evaluate the program on a continuous basis. It is the responsibility of the trainer to elicit these evaluations from the trainees.

Several guidelines to follow are:

- Observation of the trainees can provide the trainer with immediate feedback for a session or part of one.

- Periodically, request a trainee to summarize the key points of the session.

- When the trainer has a rapport with the group, he should occasionally request their feedback during a session. For instance, the trainer may ask a trainee, who is considered to be candid, whether the session is drifting off course.

- The key to the success of this type of on-going evaluation is a permissive relaxed rapport established with the trainees. The way in which the trainer responds to their criticism and suggestions will determine the kind of feedback he receives.

- The trainer should never appear defensive when the feedback requested turns out to be critical; even if it is critical of the trainer as an instructor. The trainer must strive for objectivity.

- Criticism might be only an expression of hostility from one trainee. Ask other trainees if they believe the criticism is valid. Foster a group discussion. Never become argumentative personally but listen carefully and respectfully. A calm attitude in the face of hostility will engender support from the other trainees.

- By responding to criticism openly, the trainer sets a good example for the trainees. Try to show them how such criticism is a means for the trainer's growth and development. Let them know that the trainer's criticisms of their performance are meant to be of help in the same way.

- Finally, non-directive response to criticism contributes to the trainees' confindence and growth. Don't even patronize them. If the advice seems inappropriate, tell them so and give reasons for your judgment. Don't respond favorably to their suggestions and then fail to implement them, unless an explanation is offered.

A Final Evaluation of the Program

At the end of the last session the trainer might want to request a final, more formal evaluation of the program. If criticism has been open and honest during the program an honest evaluation can be expected. Before handing out the evaluation form, thank the trainees for their on-going criticisms of the program. Request their continued honesty in writing so that their evaluations will assist you in designing better programs for future trainees.

The following is a suggested form for the trainees evaluation of the program:

GUIDELINE QUESTIONS FOR TRAINEE EVALUATION OF THE PROGRAM

1. In general, would you say that you liked the program or disliked it? Why?

2. Did the program live up to what you expected it would be? If not, please explain, mentioning some of the differences.

3. Do you feel that the material covered so far in the program will be useful to you in training? Give reasons why or why not.

4. Has there been anything in the program you consider a waste of time? Please explain which session seemed to be unnecessary and why.

5. How do you think the training program could be improved?

Guideline Questions for Trainee Evaluation of the Program (continued)

6. Please make suggestions of anything which has not been covered thus far that you would like to have included in the training program?

7. Please describe briefly any discussions about the training program and course material you have had with your co-workers and supervisors?

8. Please explain any unusual difficulties you may have experienced because of your participation in the training program.

9. Additional Comments.

PHASE V - POST PROGRAM ACTIVITIES

Follow-up Letter to Management

Within one week following the completion of the training program, the trainer should draft a letter of thanks to be sent to management. The letter should restate the program's objectives as well as contain a brief commentary evaluating the outcome. This document should also express the Project's hope to assist the organization in future training programs. If there has been a specific agreement concerning additional programs, mention this, also.

The letter must be approved by your Training Director. It is to be typed on Project stationery and to be signed by the trainer.

FOLLOW-UP LETTER (SAMPLE)

January 6, 1969

Mr. J. Jones
President
XYZ Plastics Company
Long Island City, New York

Dear Mr. Jones:

Let me express again my sincere appreciation for the fine cooperation you and your staff gave members of our staff during our recent training program at your plant. Whenever an endeavor of this sort is undertaken, it is anticipated that a number of unexpected problems will arise. However, in looking back on the five-week program at XYZ, we encountered only a few difficulties which were all quickly worked out.

In keeping with our contract agreement, I include an evaluation of the men who participated in the training program. Listed below are the names of those who completed the program. For the purposes of a positive evaluation I have separated them into the categories of Exceptional, Above Average, and Average. My evaluation is based primarily on classroom participation; it will, of course, be necessary for you to obtain a performance evaluation in order to have a complete appraisal of their individual ability.

Exceptional	Above Average	Average
J. D'Amico	W. Frazer	H. Bonilla
U. A. Darkins	L. Harper	R. J. Early
W. R. Dyer	J. Richardson	J. Kenemer
A. Reaccuglia	G. Sulin	
S. A. Rizzo	M. Simon	
J. E. Sharp*		

*Proposed future plant trainer

Above evaluation includes judgments of the men based on the following qualities: class participation, individual oral examination, a classroom exercise which tested both their visual acuteness and their manual dexterity, and a final written exercise which tested their retention of basic material. The final exercise also served as a reinforcement for each individual; it enabled him to see exactly how much of the material he had been able to retain.

As per our telephone conversation of January 4, 1969, I will make myself available to you, if necessary, to finalize this evaluation.

In answer to your question of several weeks ago pertaining to curriculum for both the phase 2 session and the future phase 3 session to be held at your organization, I will prepare the notebooks for you for both of these additional training programs.

In closing let me express to you the best wishes of both our Director, our Director of Training, who asked to be remembered to you, and who join me in wishing you every success with the graduates.

Very truly yours,

Return Visit to the Organization

Approximately two weeks after graduation the Project's Director should return to the plant to see that the former trainees have actually received their promotions, new job titles, and salary increases. Management should be advised of this desire at the beginning and also near the end of the training cycle. The trainer should observe the type of work that is being performed by the former trainees to check whether or not it conforms with the terms of the initial agreement between the project and the management. This check will also demonstrate to management, former trainees and other employees that the project's responsibility did not end at the termination of the training program.

A follow-up report describing this visit should be filed with the Project's Training Director. An evaluation in terms of the training programs original goals should be made about the actual on-the-job situation. The trainer should be sensitive to the relationships that have developed between the former trainees and their new co-workers, or, if the program involved a promotion to a supervisory level, the relationship between the trainee and his new subordinates. The trainer should attempt, too, to gain the impressions of those who are now supervising the newly promoted workers. These steps can be accomplished by a brief talk with each of the former trainees about their new experiences; and a check with management will ascertain their impressions of the new trainees. These discussions should be informal and casual. It is also an opportune time to begin discussion of progress on a second cycle program.

Assist Organization With Next HIT Program

Manuals

If the organization decides to run another HIT program on their own, the trainer will provide them with manuals for the program. Thereafter, they will be responsible for providing their own manuals for programs which they conduct.

Company Trainer

Chances are that the company trainer will not have had any formal training experience, and will need assistance with any forthcoming HIT program. Thus, the company trainer will usually have more than the normal amount of anxiety that every trainer faces before commencing a new program. Whenever possible, the project's HIT trainer should plan to attend the first few sessions of the new program. The HIT trainer's presence may provide the new company trainer with an added sense of security. In addition, he might criticize the company trainer's program, thus providing him with valuable "feedback" on his performance. Also, the trainer might suggest means of improving these sessions as well as the overall training program. However, during the sessions he should not control them but merely act as back-up to the company trainer.

The Monograph

Within 30 days after each graduation, the trainer should prepare a monograph outlining the problems, highlights, and changes which took place during each training program.

The form and material to be used as a basis for the finished monograph will be extrapolated from his weekly observation reports. The trainer will be responsible for preparing a rough draft of the monograph, which is not to include any charts. These should be given to his Director.

The monograph is an invaluable tool for evaluating the overall effectiveness of the HIT concept.

Case History: Trainer Follow-up After Completion of HIT Program

One of the responsibilities of the trainer is to see that management carries out the letter of agreement components. An alert trainer begins to do this long before the completion of a program as the following case history indicates.

This particular program took place in a large, urban private hospital. The program involved the upgrading of persons from various jobs in the dietary division to supervisory aides, *i.e.*, a working supervisory position. The program involved nine trainees all of whom were Black.

During the JTA Phase, the trainer became concerned about the trainees' future. There was no question as to the sincerity of the hospital's management. However, after graduation the aides would report to three supervisors all of whom were white and had considerable seniority with the hospital. All three supervisors openly resented the HIT program. While they were highly skilled technicians, they had never received any supervisory training. They viewed the program as a direct threat to their positions.

The trainer began informal talks with the director of the dietary division concerning this potential problem. The director shared the trainer's view. However, it was decided that they would wait to see what happened after graduation.

The trainer returned to the hospital two weeks after graduation. After informal talks with several of the new supervisory aides, he found that they were not performing their new job duties. The trainees had been highly motivated by the program and were now extremely disappointed over the failure to be "really" upgraded.

The trainer immediately conferred with the director of the division and the hospital's training coordinator. When they had previously conferred, during the program, it was suggested that they investigate what supervisory development programs were offered in the area. An excellent program for hospital supervisors existed and the division director agreed to send the three supervisors to the program.

The attitude of the three supervisors toward the trainees improved the day they started the new program. One month after the graduation the trainer returned again and held informal discussions with the supervisory aides. Everyone interviewed agreed that they were now allowed to function in the new positions. Their morale was high and the hospital was pleased with their performance.

Questions:

Although everything eventually worked out, do you agree with the way the trainer handled the situation?

What would you have done if you were that trainer?

CHAPTER IV

SUPPLEMENTING A HIT UPGRADING PROGRAM: HUMAN RELATIONS TRAINING FOR SUPERVISORS

Introduction

> "We cannot be all masters, nor all masters
> cannot be truly follow'd."
>
> William Shakespeare

By now the alert reader is aware that a HIT program is more than a mere upgrading program; it is a technique for achieving organizational change. While the trainer spends time with supervisors, both prior to and during training, there is legitimate question as to the extent of his influence. The future progress of the newly upgraded workers, and those workers yet to be upgraded, is to no small degree dependent on the first-line supervisor. Many well meaning top managements have witnessed the failures of upgrading programs, because those programs were overtly or covertly sabotaged by first-line supervision.

Supervisory Training

Our experience with the HIT process has resulted in our including development and implementation of supervisory training parallel to the upgrading training. Thus as an upgrading program is being designed and implemented, a supervisory human relations program is also in progress. There are some valid reasons for recommending this dichotomous approach:

- The supervisor has been referred to, not inappropriately, as the forgotten man in industry.[12] In most organizations he is caught between management and the worker and not accepted as a member by either group. He has neither the prerogatives of management nor the security of union membership.

- The supervisor is usually the victim of the "sheepskin psychosis." He has worked his way up from the line to what is almost certainly a dead-end job. Without the college degree, which he usually does not possess, he will not enter the ranks of management.

- Often the supervisor is of European extraction, descended from one of the earlier immigrant groups: Irish, Italian or Polish are typical ethnic backgrounds. He is probably a first generation American, the first of his family to achieve a middle-class status. He lives in a better part of the city but not in the more "secure" and affluent suburbs. It is he and his family who feel "threatened" by the arrival of the new immigrants from the South and Puerto Rico. This "threat" is partially psychological and in part real, i.e., reduction in property values, disintegration of school system, etc.

- In general, the supervisor is insecure both in his job and home life. Both on the job and at home he often perceives the problem as "those people" who are pressing him for his job and to live on his street. His behavior is at best not very supportive and at worst overtly hostile.

For all these reasons conducting a human relations training program for supervision seems a necessary part of an upgrading program that could be interpreted as only compounding the problems that already exist for the supervisor. The supervisors' training program can be rewarding to all concerned if it accomplishes the following goals:

- It should give the supervisors a greater sense of security because they are being provided an opportunity to advance their own skills.
- The program will also indicate some degree of commitment towards them on the part of management.
- The new managerial skills should aid the supervisor in his every day work.
- The emphasis on racial problems should increase his understanding of this complex area and, this is bound to favorably influence his behavior toward minority-group workers.
- The program may help unfreeze management's attitude toward promoting competent supervisors into middle management positions.

The subject of supervisory training, in and by itself, would require a handbook. However, as this is not possible for the purposes of this volume, we will develop an outline for a generalizable supervisory human relations training model. It should be kept in mind that each program will make its own unique demands of a curriculum. This general model should serve only as a starting point in the JTA curriculum development process. For the convenience of the reader, a special bibliography with coordinated sections to all the specialized terms used in this part of the chapter appears on pages 142-143.

The Theory of Supervisory Management

Overview of the Historical Development of Modern Management Thought

The purpose of this session should be to give the participants a perspective on the field of management. Topics that should be briefly covered are:

- Taylor's views on management,
- Fayol's development of management principles,

- The Hawthorne Studies,
- Lewin's studies on leadership,
- Theory X and Theory Y, participative management.

The changes in management theory should be related to ongoing changes in the social, psychological and economic structure of the nation.

Leadership Styles

The purpose of this session should be to provide the participant with an objective frame of reference for understanding and evaluating leadership styles; his own and others. Topics that should be covered are Blake's managerial grid; tests that are available for evaluating leadership styles; and Likert's general versus close supervision and the results of these antithetical styles.

Lecture and discussion. (2 hours)

Communication Theory and Practice

The purpose of this session should be to introduce the participant to the complexity and importance of communication. Topics to be briefly covered are:

- Communication as the basis of culture.
- Verbal and non-verbal communication.
- Perception.
- A study of communication nets in small groups and their affect on the groups production and cohesiveness.
- One-way versus two-way communication.

Lecture, discussion and exercises. (4 hours)

Motivating Employees

The purpose of this session should be to provide the participant with a better understanding of how to motivate his employees.

- Maslow's hierarchy of needs theory.

- The role of money and other extrinsic rewards in motivation.

- The role of intrinsic rewards.

- The meaning and results of job satisfaction.

Lecture and discussion. (2 hours)

Group Exercise on Human Relations Theory

The purpose of this session is to give the participants an opportunity to use their new knowledge to solve a simulated supervisory level problem. The problem should deal with an interpersonal relations issue and involve leadership, communications and motivation.

The first hour should be devoted to group work on the problem and the second hour to analysis and discussion of the solution.

Case study method and discussion. (2 hours)

Supervisory Human Relations Skills

Skill Practice in Giving Orders and Instructions to Subordinates

The purpose of this session is to develop the interpersonal skills of the participants. The session should build on the theoretical foundation developed in earlier sessions. Emphasis in this session should be on practicing effective techniques of giving orders and instructions. An excellent film to supplement this session is "Instructions or Obstructions" which features Dr. Paul Pigors. It is available from the Bureau of National Affairs, Rockville, Maryland.

Lecturette, film, role playing, group critique. (2 hours)

Skill Practice in Effective Disciplining Techniques

The purpose of this session is to increase the participant's skill in handling an extremely difficult area of interpersonal relations. The emphasis is on skill practice followed by group critique. The instructor must emphasize the use of discipline as a positive management tool and not as a means of punishment.

Skill Practice in Handling the Performance Appraisal Interview

The purpose of this session is to enable the participants to use the performance appraisal as an effective supervisory tool. Their confidence must be developed so that this kind of interview becomes a positive management act rather than an uncomfortable and negative duty that must be performed. The instructor should introduce the participants to the "sandwich technique": opening on a positive note, followed by criticism and finally closing on a positive note. The value of the performance appraisal, as a management tool, should be emphasized. This should be primarily a skill practice session.

Lecturette, role playing, critique. (2 hours)

Conference Leadership Techniques

The purpose of this session is to increase the participant's ability to obtain effective group decisions. The trend of management's thinking today is to involve persons, at all levels in the organization, in the decision-making process. In order to implement this kind of supervision, one must be able to conduct effective group meetings. For the topics to be covered in this session, review relevant sections on leading group discussions in Phase IV of Chapter III.

Lecturette, guided discussion group. (2 hours)

Race Relations in the Organization

An Overview of Negro History

The purpose of this session is to provide the participants with an objective view of their crew. This will serve as a first step in changing some of their racial attitudes. Some of the key topics to cover in this session are:

- The cultural heredity of the American Negro. Discussion of the early nations and their advanced culture in West Africa.

- The slave trade between Africa and the United States.
- The pre-civil war period.
- The period from 1865 through 1890; the regression in race relations.
- The period from 1890 to 1955.
- The early civil rights movement.
- The rise of Black nationalism.
- The confused present.

Lecture, guided group discussion. (2 to 4 hours)

Racism in America

The purpose of this session is to build on the topic of Negro history and continue to increase the knowledge base, and objectivity of the participant. Some key topics in this session are:

- The status of the slave in America as opposed to the status of the slave in other civilizations. This is examined as a primary root of today's dilemma.
- A socio-psychological perspective on racism.
- The different problems faced by the Southern Negro immigrant as contrasted with the earlier immigrant groups.
- The use of Black nationalism as a response to white racism.
- The problem put in a proper perspective as "the white problem" in America.

Lecture, guided discussion group. (2 hours)

Dealing with the Underemployed Minority-Group Worker on an Interpersonal Level

The purpose of this session is to increase the participant's interpersonal competence in dealing with this group. This should be a "how to" skill session. Some of the topics that should be covered are the cultural differences between underemployed minority-group worker and the white (or Black) middle class supervisor. Also there should be some skill practice in interviewing, instructing and disciplining this worker.

Supervisory Development Game Wrap-up

The purpose of this last session is to "test" the participants on a simulated problem that directly, or indirectly encompasses most of the subjects covered during the program. An in-basket exercise would suit the purposes of this session. (See pages 137 to 141 in this Chapter). There are a variety of supervisory level in-baskets available.

The first hour should be individual activity on the in-basket. The second hour should be devoted to a critique of various solutions by the group.

In-basket, critique. (2 hours)

Additional Training Techniques and Methods for Supervisory Programs

Case Method - Techniques of Presentation

A case illustration, usually open-ended, is prepared and given to participants (frequently in advance of training meeting). Trainer then raises the questions to the group on how they would handle the problem or problems. This method can be varied by three other approaches:

- General discussion among participants with trainer probing but not answering;

- Sub-groups work on aspects of the problem, bring back their answers, the rest of group analyzes them, and the trainer probes further;

- Role play parts of the situation; the trainer encourages two or three members to try out solutions.

Case Method - Trainer Roles

- Information giving - hands out or reads the case, clarifies elements in the case.
- Boundary setter - indicates ground rules, defines areas of relevance.
- Prober - raises diagnostic questions to push thinking deeper.
- Reality tester - tests solutions.
- Procedural technician - puts group into sub-groups, receives reports, calls for summaries or summarizes.
- Role play director - sets up role play situations, sets up observer schedules, receives observer reports, reality tests with players.

Some Notes on Using the Case Methods

- Establish permissive atmosphere.
- Be sure everyone understands the case data.
- Guide group to analyze the data.
- Trainer should stimulate discussion by probing, questioning, reality testing, etc.
- Trainer may give a position on problem but not at beginning.
- Trainer must have an open mind about solutions to the problem.
- Trainer should diagnose particular group and case, and devise methods of optimum handling. There is no formula.

Incident Process

This process consists of the following phases:

- Trainees study an "incident," a written statement which is distributed to the group. This describes some event culled from a case and calls for a fairly difficult decision. In working on it, members are assigned a specific collective role, such as arbitrator, foreman, steward, etc.
- Members engage in a period of fact-finding. In this phase, they interview the leader in order to assemble enough information to recreate the entire situation. At the end of the phase, a member summarizes the key facts.
- The central issue is decided upon.
- Each member writes a brief decision and outlines his supporting reasons.
- The group discusses the case in general terms to see what can be learned from it for prevention of similar difficulties in the future.

Trainer Roles and Functions in Incident Process

In this method, three leading positions must be filled:

- The leader, who is charged with the responsibility of selecting a case study, preparing effective teaching plan, and then leading the discussion so that all members benefit.
- The observer, who is expected to take notes and write a report on the session, including not only an objective digest of what takes place, but also his own comments and recommendations.

- The program administrator, who directs the program and retains executive responsibility for all work done by the group.

The In-Basket - a Definition

The in-basket case is a selection of about 15 letters, notes and other materials that stop at a particular man's (your student's) desk. In the simulated firm, the in-basket yields the written links with all other segments of the business and also, to varying degrees, the written communications within the office. These papers are the basis for the training situation. Where either a decision or its results are disputed, the relevant papers provide (or should) the justification for actions taken. The typical In-Basket may deal with one specific problem or may range as far as the very general problem(s) with a large number of variables.

The trainee's job is to separate the wheat from the chaff, draw the issues, consider the relationships of the various aspects and finally to come to intelligently reasoned and defensible solutions. He should answer the questions for each case. To do this he must follow a sequence of, 1) Get the facts, 2) Identify the problem, 3) Propose the solution, and 4) Define meaningful action. Where a good decision has been made, the trainee will know where its strengths and weaknesses lie, what assumptions he has made and how to defend it if everything goes haywire. In short, he will know what risks he is taking.

Uses of the In-Basket

The utilization of In-Baskets varies as functions of 1) the level of trainees and 2) the training goals. The general objective in this middle-management course is to achieve the following objectives:

- To develop skill in organizing apparently random and chaotic kinds of information into patterns that lead to decision and action.

- To use the practice and feedback method of teaching right and wrong ways of making such decisions. Research shows that these two tools (Practice and feedback) can change behavior on the job, whereas the lecture does not. Lectures merely teach people to talk about decision-making.

- The final test is whether or not the people use the methods in this course to solve the real problems that they find on their own jobs.

Techniques of Presentation

- Present the materials to the class and have them start reading right away. Except for the first session, little prefatory comment is needed. Let them run about one hour on the In-Basket materials.

- The second hour conduct a discussion of the case. Your major tool for discussion is the question. Your contribution lies in asking the right questions (you have a special advantage in your discussion guides) and summarizing each major point at the end.

General Classroom Guides

The following prescriptive guides are designed to help you approach your teaching job so that optimum results can be obtained:

- Carefully read each case before assigning it: Decide what points are most important in terms of your training objectives; prepare a few general remarks about the case to give your students the desired initial orientation.

- Don't let your students fight the case; stress the similarities to functions within the firm.

- Don't let the case fight your students. Don't let it become so associated with a part of the firm that you are identifying the practices or policies or individuals.

- Don't let them over-emphasize certain gripes like "I can't do anything until I know when the case subject will return to town." Tell them to live with it, just like they must in real life.

- Let the class discussions be flexible and capitalize on student participation.

- Don't forget that there are no absolute solutions; business operates through people and interpersonal relations as much as it does through rules. You're teaching a way of decision making.

The Process of In-Basket Analysis

To dig out the most meaningful use of the materials the following suggestions are made:

- Systematic use of information. After a preliminary reading of the case the key facts should be organized into some systematic pattern which points up meaning. Some devices which can help here include the following: chronological arrays of information; successively can point up trends; flow charts of the factual data; analysis of relations between facts; classify the data into major categories.

- Find the basic problem, not fringe symptoms. Working from the statement of present conditions as shown in the facts, identify a standard or condition which should exist if all were ideal and the present situation totally corrected.

Participant's Guide to the In-Basket Method

You are about to take part in a training exercise called the "In-Basket" method. It's really a kind of case study in which all of the information you'll get will be presented in a series of letters, memos, notes and other data which might come into the in-basket of a manager. Each situation around which the in-basket is constructed is different. You may be required to be a factory supervisor, a small business president, an insurance executive, or a research manager. All of your classmates will be working on the same work materials presented in the same way.

Taking part in an In-Basket exercise is a chance to sharpen your managerial decision making and managerial problem solving skills. The situations, kinds of businesses, and kinds of problems differ in each in terms of actual details. On the other hand they are alike in that they require that you do these things:

- Identify the facts in the situation, separate them from your biases and snap hunches, and relate the facts into a meaningful whole. Your time however is limited.
- Identify the key problems which are presented in the case materials and the facts. You'll have to decide what is important and what is trivial; to identify which problems are long range and which require immediate action.
- You'll be required to note proposed solutions and actions for both immediate action and for the long run.
- You'll explain your decisions and answers to the group in a critique session. This will give you a chance to see how others would analyze the same case.

The instructor will help during the critique by asking some probing questions about your process of arriving at your definition of problems and your solution.

Really what's being taught here doesn't call for a "school solution to the case." There isn't any. There are, however, good and bad ways of tackling problems. You'll see the limitations of the bad methods because your solutions won't stand up as well as your fellows' who did apply more rigorous methods of analysis.

The purpose here is that you become case minded. This means that in practicing a way of thinking and analyzing management problems in these hypothetical cases you'll be acquiring skills in analyzing real cases back on your job. That's where the real test of success or failure in this course comes about. If you treat your own In-Basket (or your job problems) with the same kind of skill that will help you in these cases, you'll be a more effective problem analyst and solver than if you tackle your problems through hunch, intuition, or half thought out relationships between facts, unclearly defined problems or hastily shaped solutions.

How to Work Your In-Basket Materials

The preface to each case is a statement of the situation. Naturally all of the facts and data can't be included in the interest of time. The only salvation here is that everyone else will have the same information upon which to work that you have - no more. This means that you can't add or invent new information to make your problem easier to solve, or you'll have trouble with the others (and the leader) during the critique. You'd be giving yourself an unfair advantage.

You are perfectly entitled to make plausible assumptions however, if there is evidence to back up your assumptions. If there is no evidence to back up your assumptions, it may be doubted. The assumption should assume that ordinary outcomes from events will occur, as contrasted with the bizarre or freakish event. For example, if you were to arbitarily assume that a bank were open on Sunday, you might have some trouble justifying it unless the case presented some concrete evidence that it happened. You wouldn't invent a criminal record for the bank president unless there was some factual evidence along those lines.

Ordinarily you'll have about an hour to study the materials and answer the questions at the end of the statement of the situation. You'll work by yourself as you might in a private office. You can make notes of your findings, following the three stages of analysis:

- Summarize the facts — stick to evidence, don't mix them with opinions.
- Identify the key problems — what's wrong here?
- Note your solutions to these problems — be specific.

The key to a good solution for the critique is that is should be defensible action.

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Workshops for Company Trainer

"Life is not anything; it is only the opportunity for something."

Hebbel

Purpose of Workshops for Company Trainers

- In most instances, the first cycle HIT program will not provide sufficient time or exposure to develop a company trainer fully. The exception to this rule would be when the company trainer is already a training specialist who has only to integrate the HIT concept into his field of knowledge.
- Providing these workshops gives impetus to the multiplier effect. It makes it that much easier for the organization to conduct additional HIT cycles.
- It demonstrates the Project's on-going interest and professional relationship with the organizations involved.
- The workshops serve as a continuing vehicle for imparting new training concepts to competent HIT company trainers.

Procedures for Implementing the Workshops

Trainer's Return Visit to the Organization

- To view the company trainer presenting a session of another program in progress.
- In either instance, to elicit company trainer's technical needs.
- To review curriculum and visuals being used, if a program is in progress.
- To discuss with management their problems in implementing a second cycle, if one is not already in progress.

Training Staff Meeting to Organize Workshop(s)

Each trainer would report on the needs of the company, trainers, and management, in the organizations he visits. He should integrate the needs of these persons into a workshop, or a series of workshops.

Where and When to Hold Workshop(s)

- The first preference for a workshop would be a normal work day session. However, this would be extremely difficult to arrange. Most likely the workshop will have to be held evenings or Saturdays.
- When workshop(s) are held evenings or Saturdays, management should be encouraged to offer some financial remuneration to their company trainers.
- Whenever possible the sessions should be held at the project offices. However, if this is a geographically inappropriate location a hotel meeting room should be used.
- In either instance, coffee breaks and time for lunch (or dinner) should be provided.

Some Methodological Comments

- The pace of either an evening or a Saturday program must be brisk and interesting to maintain the interest of the participants.
- Coffee breaks should be often and need not be limited to 10 minutes.
- The entire training staff should participate in order to maintain the necessary pace.
- Lectures should be held to a minimum. Emphasis should be on participation.

Some Topics to be Covered

The trainer's return visit to the organization will provide at least an impressionistic view of the company trainer's needs. The aggregate of all the company trainer's needs will probably be sufficient to warrant a series of workshops. A sample list of the kinds of sessions that will probably be necessary follows:

Audio-Visual Aids: Preparation and Use

- Most inexperienced company trainers will have difficulty preparing and using visual aids. A complete session on visual aids could be presented for an evening workshop or half of a Saturday session.

- The preparation of visuals should include: charts and diagrams, opaques for viewgraph, slides, etc.

- The use of visuals should encompass motion pictures, overhead projector, slide projector, chalkboard, and video tape recorder.

- The section in this handbook on training techniques (see Chapter III, Phase IV) should be of help.

Curriculum Writing Workshop

- This is probably another area of initial difficulty for the inexperienced company trainer. The company trainer should be requested to bring samples of his curriculum to the workshop.

- This should be a workshop in the true sense of the word. The participants should be drilled in curriculum writing.

- It may be advisable to have a consultant for this session. This person should be a professional writer who will give the participants concrete advice on their writing style.

Training Techniques Workshop

The inexperienced company trainer will rely heavily on the lecture and group discussion in his first program. While this is acceptable practice, every effort should be made to broaden his repertoire of training techniques and methods.

A sample list of areas that may need attention are:

- Handling intergroup conflict.
- Discussion group leadership techniques.
- The non-directive training approach.
- The effective use of role playing.
- Use of group exercises and games.
- Handling the "problem" participant.
- The use of the case study method.

Workshop on Race Relations in Industry

The company trainer in an organization employing a number of Black workers will be continually faced with the race issue. Whether it be white racism or a militant Black response to this racism, the trainer must be prepared to deal with the situation at all levels.

Some suggested areas to deal with are as follows:

- If the company trainers were not exposed to a history of race relations (which included an extensive section on Black history) this area should be covered in detail. This subject alone, treated even superficially, could require a series of workshops.
- A session on the special problems of the "hard-core"; who they are, why they have such difficulties, how to deal effectively with them and how to design "orientation to work" sessions for them.

- A session on dealing with the "white problem" should be helpful. This session should aim at dispelling all the "white myths" concerning Blacks.

Workshop on New Training Techniques and Methodologies

The training profession is undergoing a technological revolution. Each trainer must work diligently to keep abreast of his field. From this constant study will come knowledge of new and more effective ways of educating people in industry and business.

From time to time, when several new concepts have been explored by the training staff, and have been deemed appropriate to the HIT process, they should be presented in a workshop.

Conducting workshops is a meaningful professional way of maintaining an open line of communication to organizations that a training program has been involved with. It must be viewed as an on-going process. The active project will probably have at least one workshop going on at all times. These will be covering new areas, as well as repeating sessions of former workshops.

Community Leadership Seminars

"All happy families resemble each other, each unhappy family is unhappy in its own way."

Leo Tolstoy

One aspect of the HIT model requires community leadership seminars for the graduates of HIT upgrading programs. The purposes of these seminars are as follows:

- To enhance the leadership ability of the graduates;
- To provide the local community with additional leadership potential and a more aware and interested citizenry;
- To maintain and reinforce the relationship between the project, the trainee and the organization.

Program Format

These community leadership seminars are a supplement to the HIT program and occur within six months of the trainee's graduation.

- The programs are held on evenings or Saturdays on the graduate's own time.
- Company management should be clearly informed as to the purposes of the program and should be invited to participate.
- Lunch and coffee breaks should be provided for the participants.
- Whenever finances permit, a number of community leaders should be invited to speak and act as buzz group leaders. An attempt should be made to find people with a diversity of opinion.

Suggested Program Format

The following format is suggested for a one-day program.

- The first two hours of the morning seminar would be devoted to guest speakers.
- The balance of the morning and early part of the afternoon would be devoted to buzz groups led by the guest speakers and project personnel.
- The program would end with a final debriefing by a representative of each buzz group.

Suggested Topics to be Covered

The following outlined list of topics is not intended to be all inclusive of the areas that could be covered under community leadership. However, this material would be adequate for a one-day session.

The Psychology of Leadership

Some topics to cover are:

- Psychological traits of effective leadership;
- How a potential leader can identify these traits in himself;
- The necessity of assessing the psychological climate in which the leader is to work.

Urban Leadership

There are problems, peculiar to the city, that a leader must identify and be able to deal with. The leader must also be able to work with others in the community in coping with these problems.

Community Leadership

This topic should include:

- Definition of a community;
- Methods for evaluating the needs of the community;
- Methods that have been successfully employed in community leadership;
- Ways in which the potential leader can begin to involve himself in his community in the most productive ways.

Institutional Leadership

This topic should include:

- Identification of the institutions that have the greatest influence on the welfare of the community;
- The ways in which these institutions are failing to serve the community;
- Ways in which the leader can influence institutions which are effectively meeting the needs of the community.

PART II

FIELD REVIEW OF SELECTED PROGRAMS

AUTHOR'S PREFACE

The experience of High Intensity Training (HIT) in industry has been replicated with encouraging results. Having participated in the operational aspects of this experimental and demonstration model, I am grateful for the opportunity to have contributed to this report by evaluating the impact of HIT in the three cities involved in this upgrading program.

I should like to express my appreciation to Dr. Samuel Marks, who gave the model impetus through his direction and preparation of the principals who were to execute the model, and to Messrs. John Barrett, Theodore Small, and James Ware, who through their collective and individual efforts gave the model its viability as Project Directors in the three cities. Finally, a special thank you goes to the staffs of each project for their efforts in making HIT a reality.

I should like to express s sincere word of appreciation and gratitude to Miss Beverly Willis and Mrs. Kathleen Portee for their assistance in preparing this volume. And to the staff of Skill Achievement Institute, thank you for your technical, experiential, and moral support during the writing of this document.

W.E.M.

Baltimore, Maryland
June 17, 1969

INTRODUCTION

The purpose of this volume is to offer an evaluation of the training methods and materials used for upgrading through High Intensity Training in a three-city E&D project. By definition, this project to upgrade the underemployed worker was experimental, and as such, a critical and evaluative stance by those responsible seems essential to the further development of the methods and materials extant.

The major objectives of this part of the volume are:

- To present some impressionistic evaluations of a sampling of the three city projects and of the general field experience;
- To review some of the original assumptions made about the underemployed, his employer, and his supervisors, and to add some new assumptions that seem valid;
- To cite variables that affect the HIT model's implementation;
- To identify some of the phenomena that seem to be immediate effects of a HIT program.

A discussion of the Training Director's position in the city project, the duties of the trainers, and the in-service training provided to these people by the Institute may be found in Appendix D of this volume.

This report focuses on what happened to the model from the planning of the concept to the implementation of in-plant training by those persons trained through HIT. Skill Achievement Institute in its role as systems manager has overseen the implementation of more than forty-one separate upgrading programs in the three city projects. (See

Appendix E and Appendix F for a list of companies served during the three phases (through May 31, 1969) and the Operations Control Report, respectively.) It was necessary to take a sample of those programs for the purpose of evaluation. Consequently, the six training programs which also participated in the Institute's analytic studies have been selected for a closer scrutiny of their training methods and materials, as well as some qualitative critiques of the trainers and training sessions. Hopefully, the problems, successes, and extraneous events of these six programs chosen from among the three cities will represent for the reader the Institute's experience with the training processes.

The material for Part II of this volume was compiled by the Training Director of one of the city projects. Besides his months of experience in direct implementation of HIT, frequent visits to the other city projects and extensive observation of the training programs cited afford a detailed report on actual behavior and events. This evaluation, then, is a series of impressions of an expert observer who was armed with the knowledge of where to look for the strengths and the weaknesses of any HIT program.

The history of the Institute's experience with HIT for upgrading underemployed workers (see Chapter I, Part I, of this volume) shows evidence of a continuous informal evaluation process.

This part of Volume III purports to discuss informally some minutiae of specific areas of upgrading that will show, as nearly as reportage is able, the human factors working within the High Intensity Training process.

Besides the personal contact with these six training programs, this evaluation is based upon questionnaires, administrative forms, and the descriptive monographs written by the respective trainers during each training experience. The curriculum design for each program, the trainees' manuals and lesson plans, were also reviewed, and these have proved a valuable source for impressionistic observation. The examination of basic assumptions about HIT in Chapter I and the discussions about the training staff in Appendix F are based on impressionistic data on the overall training experiences in the three cities as well as on the programs in the sample.

Extensive in-depth interviews were conducted with the trainers involved and with their superiors. These interviews were informal but directed. Data collected before, during and after the training program by the Analytic Division of the Institute was also drawn upon to make this critical analysis and evaluation. Where they have relevancy to the point under discussion, other sources, including material from texts, periodicals, and reports of exceptional experiences, will be used to illustrate the objectives of this evaluation.

CHAPTER I

BASIC ASSUMPTIONS OF HIT

The whole concept of HIT rests upon certain basic assumptions[15] made about the underemployed worker and about industrial manpower practices and policies. It seems valid, therefore, that a review of the HIT model as it has been applied in the field begin with an examination of these original assumptions. It must be noted that most of these have been borne out by the experiences in the three cities. However, the three years of implementation of HIT were years of social unrest and subsequent social change. Minority groups are no longer as easily defined and advancing technology has provoked industry to an examination of its own training techniques and policies.

These social and industrial modulations have served as tremendous challenges to the implementation of HIT. It is hoped that a review of the basic assumptions of the program will show that its strength lies in two areas: one, the ability of HIT's basic philosophy to withstand critical judgment; and two, the basic flexible structure of the program which takes cognizance of social and industrial change.

The judgments made about the assumptions and the examples used to illustrate these come from a wider range of information than those afforded by the six programs described in Chapter II. These impressionistic critiques are a result of conversations with the staffs of the three city projects, the close scrutiny of trainers' program monographs, and general experienced observation in the field. (Some of these assumptions are treated empirically in the analytic study in Volume IV of this series.)

First, the original basic assumptions used to define the underemployed or low-skill worker will be examined.

Basic Assumptions About the Low-Skill Worker

- The low-skill worker is usually a member of a minority group, primarily Black or Puerto Rican.
- He has a history of failure — educational failure, job failure, social failure — which has resulted in a lowering of his level of aspiration to the point where he no longer seeks alternative courses of action.
- His ego, self-esteem and motivation are low.
- He tends to lack technical information, human relations skill and basic, everyday knowledge regarding his community and his city.
- His behavior appears to fit management's preconceived stereotypes because there is no communication link between the top and bottom levels of the organizational hierarchy.
- He is the product of very informal job training, which usually consists of being assigned to another employee who is told to "show him what to do." This training is invariably poor; the older employee has difficulty in communicating the functions of the job, and often himself lacks systematic knowledge of the job.
- He receives little or no orientation or training regarding his work or his firm or its policies, so he is ill prepared to carry out his duties in a competent or knowledgeable way.
- In his day-to-day performance of job duties, the low-wage worker seldom receives feedback on his performance. His poor performance is rarely attributed to the poor training he has received but to his "lack" of ability,

or effort, or interest. His mistakes tend to reinforce management's negative attitudes.

- The lack of communication between the low-wage worker and management is demonstrated in a number of ways: in misperceptions of management goals and objectives; in an exaggerated management perception of the language difficulties of the minority group worker; in a lack of knowledge by the worker about his rights and benefits in the organization and the union.
- The low-skill worker performs the most menial and tedious jobs in the organization and is too tired at night to avail himself of free vocational training. If he is not too tired, he "moonlights" — takes a second low-skill job to supplement his family's meager income.
- He cannot support himself and his family on his below-subsistence-level wages and is plagued with garnishees and liens.
- He is unfamiliar with the free community services — educational, cultural, economic, legal, social and medical — which are available to him and his family.
- When better jobs open up in the organization, he does not apply for fear of rejection, no matter how long he has worked for the organization.
- When he leaves one job to go to another, he seeks a lateral transfer, not a vertical one. (For instance, when looking for a new job, a dishwasher will usually go to another restaurant or hospital kitchen to apply for another dishwashing job at a similar salary.)

The High Intensity Training programs implemented in the three cities show that most of these original assumptions have retained their validity in the field. However, because of the social and technological changes mentioned earlier, certain of these premises seem somewhat outdated. For example, exception must be taken to the assumption about the ego and self-esteem of the low-wage worker in the light of actual field experience. It has been the trainers' experience that none of the trainees think of themselves primarily as underemployed workers. In this age of protest and self-identity it would appear that today's low-wage workers have more self-esteem than the original assumptions accounted for. This stereotype, however, is often reinforced by the workers' reticence in dealing with supervisors and their apparently low motivational level. Reticence and low motivation may be manifestations of external, not internal pressures. Gellerman points out:

> "...(T)hat an individual worker's motivation, or lack of it, is at least partially the result of the actions or attitudes of the people who direct his work."[16]

Accordingly, the underemployed worker becomes apathetic toward the work situation. Seldom will he produce more than his "bogey." An expression of this dissatisfaction may be voiced by, "Why should I kill myself for the man?" The question says more than it asks.

An examination of such an attitude lends credence to the theory that there is much unharnessed talent in industry being dissipated. The motivational level of the low-wage worker may be low, but the reason for it lies elsewhere than in his self-esteem. Such workers are apparently more perceptive than they are thought to be, and an assumption about their opinions of themselves needs further examination. The worker has, in some cases, displaced his reactions to his job from some other compartment in his life. It is the function of the trainer, acting as a catalyst, to bring about an integration of the worker's attitudes toward the work situation and his concurrent acceptance by supervisory and management personnel.

To the point that the low-wage worker cannot support himself and family on his below-subsistence level wages, experience indicates that the workers reached in the programs implemented can do so, but only by means of other family members providing supplementary income. It is noteworthy that none of the trainees in the sampling had become enmeshed in liens or garnishments; none of the employers included in the sample had honored a garnishment of wages from legitimate creditors.

This is not to say that these workers do not have monetary problems. The fact that they earn wages at or below the poverty level is indication enough that they have money problems, but they do not seem to be involved in legal entanglements because of them.

HIT Basic Observations About Employers

- Employers who were affected by hard-to-fill vacancies were very willing to permit an outside training organization to plan and implement training and upgrading programs within their organizations.
- Employers who have been exposed to in-plant High Intensity Training have sought to extend similar HIT upgrading programs to other departments of their organizations.
- Employers were willing to pay their workers for training time, provide training facilities and other needed services to upgrade low-skill workers when free technical training support was made available.
- Employers were willing to commit themselves to an 8 to 10 percent wage increase upon completion of the training program despite their initial uncertainty regarding the potential effectiveness of upgrading training among low-skill workers.
- Employers were willing to consider restructuring their traditional job categories in order to alleviate higher-level skill shortages, after a realistic appraisal of the manpower pools from which they could draw.
- Employers were willing to permit an outside training organization to work with all levels of company personnel in order to ease difficult human relations problems which existed between low-skill minority group workers and their supervisors.

In the sample of HIT programs and the field observation used for purposes of evaluation, these original assumptions about the employers of low-wage workers are generally valid. The one exception concerns the wage increase as a result of HIT. The assumption reads:

- Employers are willing to commit themselves to an 8 to 10 percent wage increase upon completion of the training program despite their initial uncertainty regarding the potential effectiveness of upgrading training among low-skill workers.

Employers were not willing to set precedents on pay policy by authorizing such large increases. However, it may be stated that employers were more than willing to upgrade workers after successful completion of the training to the status and pay of the position for which the workers were trained. When this was the case, increases would range up to twenty percent and more. (See Appendix E of this volume for an example of this kind of wage increase.)

Often, additional increases were contingent upon worker performance after a plausible company evaluation period, usually from thirty to one hundred eighty days.

While some wage increases far surpassed the 8 to 10 percent guideline, the increases generally tended to run below the guideline. More often than not, the city projects agreed to training programs with lower rates of wage increase because the employers' apprehensions about establishing such precedents were plausible. Moreover, equitability could often be effected by the company's wage policy.

The trainer must deal with the whole organization, and to do this effectively, some additional assumptions about the management of these organizations were necessary. Listed below are the original assumptions.

Assumptions About Top and Middle Management

- The employer tends to have a stereotypical perception of the low-skill worker and generally perceives him as a slow learner who lacks the motivation required for upward mobility.

- A severe communications breakdown exists between the very bottom of the organizational hierarchy and the middle and top levels, yet the employer does not do anything about it. He relies, instead, on other levels of management for information.

- The negative perceptions of the employer are based in many instances upon negative feedback from his foremen and first-line supervisors.
- Employers do not look within their own organization for people to upgrade. They tend to place a great deal of emphasis on absenteeism, lateness and garnishee problems as their reasons for not upgrading low-wage employees.
- Management expects the low-skill minority group worker to communicate his feelings upward if he is interested in a new job or promotion.
- There appears to be a propensity on the part of some organizations (e.g., hospitals) to train all levels within the bureaucratic structure, while other organizations (e.g., restaurants) tend to display a complete lack of interest in training.
- Because of the rigid and traditional hierarchies of most hospitals, the opportunities for advancement of low-skill, low-wage workers in the hospital industry are severely limited.
- Smaller companies need assistance in instituting training programs because they know so little about training.
- Given technical assistance, employers would continue to be motivated to upgrade their low-wage workers with little or no reinforcement from the outside.
- There are relatively few formalized training programs directed at the underemployed worker; instead, most company training

programs focus on highly skilled levels of supervisory and management development.

- Formally trained middle and top management people, despite their exposure to advanced management theory, economics, marketing and the like, have no awareness or exposure to minority group problems.
- Management and supervisory personnel in both small and large organizations do not know or attempt to find out about the backgrounds of their low-skill workers.
- Although the private sector has expressed feelings of social responsibility, it tends to do very little to better the jobs or the opportunities of low-wage workers.

In today's tight labor situation employers tend to fill critical vacancies by upgrading workers without benefit of a training program. These employers are inclined to use the "sitting by Nellie"* approach to training. Of course, this is not to say the employer disregards his perceptions or the workers' poor work habits. Naturally the worker with longevity and a good work record gets first consideration. The problem here is that, in most cases, these workers have been White; consequently, it would seem that the Black employee did not get equal consideration. Programs such as HIT and the educational efforts of the mass media are changing these perceptions and conditions.

Another questionable assumption is that the employers will continue to train for upgrading if given the desired technical assistance. In fact, the "multiplier effect" has not been as successful as had been expected. The project directors have been able to discern a number of reasons for this happening:

- An active effort was not made to sell the concept during the initial marketing. As a matter of fact, there was only implicit mention of the second cycle training program in the Letters of Agreement, through reference to training a company trainer.

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* "Sitting by Nellie" is the British rendition of on-the-job training given by a skilled operator.

- It is doubtful whether the trainers were able to do an effective job in training the company trainers in the HIT concept. Much of the training of the company trainer was verbal assistance, and in some cases preparation of outlines and training aids. Only one project has, to date, conducted an advance trainer clinic.
- Close liaison was not maintained with the company official signing the Letter of Agreement. Very often, the trainer was referred to a liaison person (who was most often the company trainer also) for in-plant assistance. Therefore, the authority with which to reinforce the concept was missing.

The writer, morover, has the following observations on the failure of the multiplier effect:

- The concept was not fully understood by the trainers. There was a general impression that the second cycle would just happen of natural causes.
- Marketing the HIT concept did not prove easy; therefore, active discussion of the second cycle was minimal. Additionally, there was an implicit agreement that the employer could do whatever he wished during the second cycle. Designation of a company trainer was considered sufficient for the second cycle.
- There was a general feeling among the training staffs that the multiplier was unrealistic because the projects had no way to control the actions of the employers.
- Other than a short range, impressionistic evaluation, it is still too early to tell whether the "multiplier effect" has been operational. There have been some attempts

to conduct second-cycle training. This is true of the food service workers and hospital group leaders in Baltimore. However, various components are missing—generally the 8 to 10 percent, or any, salary increase.

Finally, a number of original assumptions were made about the first-line foremen that proved useful and generally valid in the field experience.

Assumptions About First-Line Foremen

- Many first-line supervisors have "grown" into their jobs without benefit of special orientation or education; they often have little or no technical or human relations training.
- In many cases, the difference in formal education between the foremen and their low-skill workers are minimal; thus, the foremen tend to feel threatened by alert, low-skill workers and do not recommend them for higher positions.
- Many first-line supervisors and foremen use their minority group subordinates as scapegoats and blame these workers for their own job inadequacies.
- Jealousies and fear of the low-skill minority group worker tend to increase the supervisors' negative perceptions of minority group workers.
- The foreman who finds a good, able, low-skill worker tends to shield him from promotion because the worker's output makes the foreman's production quota "look good."

Briefly, field experience has proved these assumptions about first-line supervisors to be valid. A great deal of emphasis was placed on the human relations and supervisory skills aspects of the HIT model. Although these supervisors have little formal technical training, it was discovered that they did have technical skills. This is primarily accounted for by management's "promote the skilled operator" syndrome. Parenthetically, many low-wage workers were upgraded to supervisory and lead man positions.

The efforts to evaluate the original assumptions about the underemployed worker, his employing organization, and his direct supervision seems to show a high degree of continuing validity of the concepts underlying HIT. The field experience of the sample programs does show, however, that additional basic assumptions can be made about these same categories. Chapter III, Part II, of this volume will describe these new, provisional concepts which are based on impressionistic observations.

CHAPTER II

THE HIGH INTENSITY TRAINING PROCESS: DISCUSSION OF SIX SAMPLE HIT PROGRAMS

This chapter will focus on the six sample HIT programs as they were conducted in the three cities. These six programs also participated in the analytic studies conducted by the Institute during this E&D program. Volume IV of this report is an empirical account and study of the impact of HIT on the workers and on the organizations in which the training took place. This chapter will be a narrative description of the programs, with special mention of the factors which caused noticeable variations in each one.

Figure 2.1, introduced in Part I (inserted here for easy reference), will be the basis for the evaluation of the cases cited. This chart represents the ideal HIT model as it is discussed in Part I of this volume. It would be well to keep in mind that no signle HIT program will duplicate this ideal.

Although the in-plant programs varied, contingent upon situation, project and personality variables, all of the programs generally followed the flow of the model. Each implemented the major activities outlined in Figure 2.1 — *i.e.*, organization evaluation; meetings with supervisory, management, and/or union personnel; job task analysis; curriculum development; training phase; graduation; and follow-up activities. The differences experienced were ones of specific implementation. Therefore, the activities within the five phases of Figure 2.1 serve as useful benchmarks for this evaluation.

Unfortunately, some of the information is incomplete because one program is just being completed and written information is not yet available. It is also incomplete because of the effect of time on memories. However, several parts of these cases were developed from the trainers' monographs and training manuals used during the program as well as observations made while visiting the various cities. There was no opportunity to discuss the HIT programs with trainees and post-trainee workers. The reader is referred to Volume IV of this report for a discussion of trainees and the impact of HIT as based on an empirical study.

For purposes of anonymity of the participating industries and hospitals, the programs discussed in this chapter will be referred to with the same designations as those of the analytic studies:

- Hospital B (a hospital in Baltimore, Maryland)
- Firm B (an industry in Baltimore, Maryland)
- Firm C (an industry in Cleveland, Ohio)
- Hospital C (a hospital in Cleveland, Ohio)
- Firm N (an industry in Newark, New Jersey)
- Hospital N (a hospital in Newark, New Jersey)

The six HIT programs will be evaluated in the same sequence as the activities shown on the Program Flow Network.

PHASE I: Preliminary Study of Organization

OBJECTIVES

1. Familiarization with overall organizational goals and functions.
2. Gain support of supervision.
3. Gain support of union representatives.

APPROXIMATELY 1 WEEK

PHASE II: Job Task Analysis

OBJECTIVES

1. Perform a job task analysis of target job.
2. Select trainee group(s).
3. Select a company trainer.
4. Gain greater familiarity with organization.
5. Obtain increased commitment from supervision and union.

APPROXIMATELY 2 WEEKS

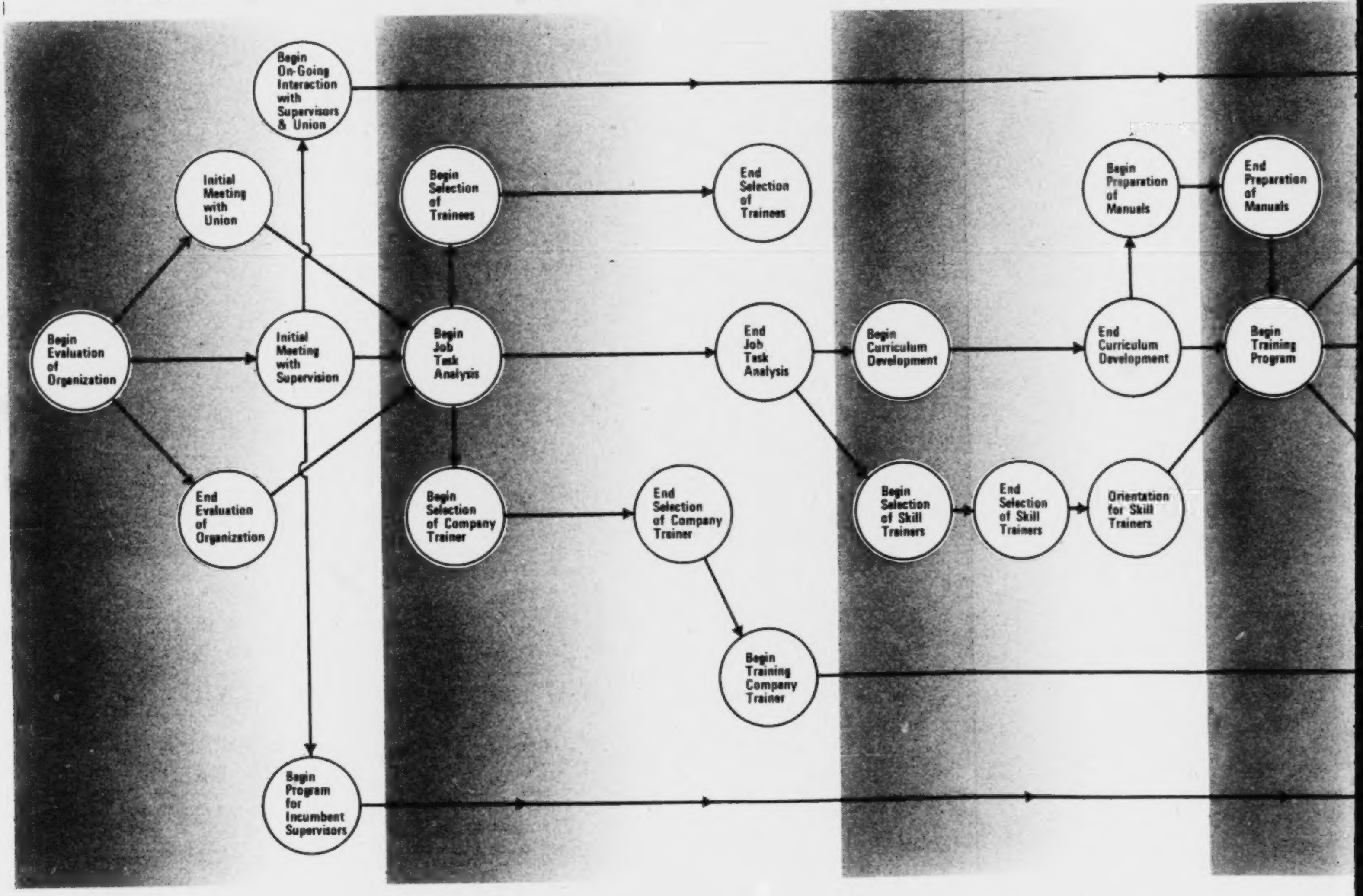
PHASE III: Curriculum Development

OBJECTIVES

1. Development of HIT curriculum.
2. Prepare trainees' and trainers' manuals.
3. Select skilled resource persons.
4. Orient skilled resource persons in training techniques.

APPROXIMATELY 1 WEEK

1. Conduct tr
2. Conduct tr
3. Conduct or
4. Provide fee
5. Provide fee
6. Preparation


Begin On-Going Interaction with Supervisors & Union
Initial Meeting with Union
Begin Evaluation of Organization
Initial Meeting with Supervision
End Evaluation of Organization
Begin Program for Incumbent Supervisors
Begin Selection of Trainees
Begin Job Task Analysis
Begin Selection of Company Trainer
End Selection of Trainees
End Job Task Analysis
End Selection of Company Trainer
Begin Training Company Trainer
Begin Curriculum Development
Begin Selection of Skill Trainers
End Selection of Skill Trainers
Orientation for Skill Trainers
Begin Preparation of Manuals
End Curriculum Development
End Preparation of Manuals
Begin Training Program

RESULTS

1. Adequate knowledge of organization to begin design of an HIT program.
2. Supervisors' support.
3. Union support.

RESULTS

1. Sufficient information on target job(s) to develop HIT curriculum.
2. Trainee group(s).
3. Company Trainer.
4. Increased knowledge of organization.
5. Increased commitment on part of supervision and union.
6. Awareness of program throughout organization.

RESULTS

1. Trainees' and trainers' manual complete with curriculum and supplementary audio-visual aids.
2. Scheduled sessions to be conducted by skilled resource persons.
3. Continued involvement of organization personnel and union.

1. Upgrade
2. Improve
3. Extensi

Figure 2.1

HIGH INTENSITY TRAINING PROGRAM

PHASE III: Curriculum Development

OBJECTIVES

1. Development of HIT curriculum.
2. Prepare trainees' and trainers' manuals.
3. Select skilled resource persons.
4. Orient skilled resource persons in training techniques.

PHASE IV: Training

OBJECTIVES

1. Conduct training for underemployed workers.
2. Conduct training for supervisors.
3. Conduct on-going evaluation of all trainees.
4. Provide feedback to supervisors on progress of underemployed trainees.
5. Provide feedback to management on progress of supervisors.
6. Preparations for graduation.

PHASE V: Follow-Up

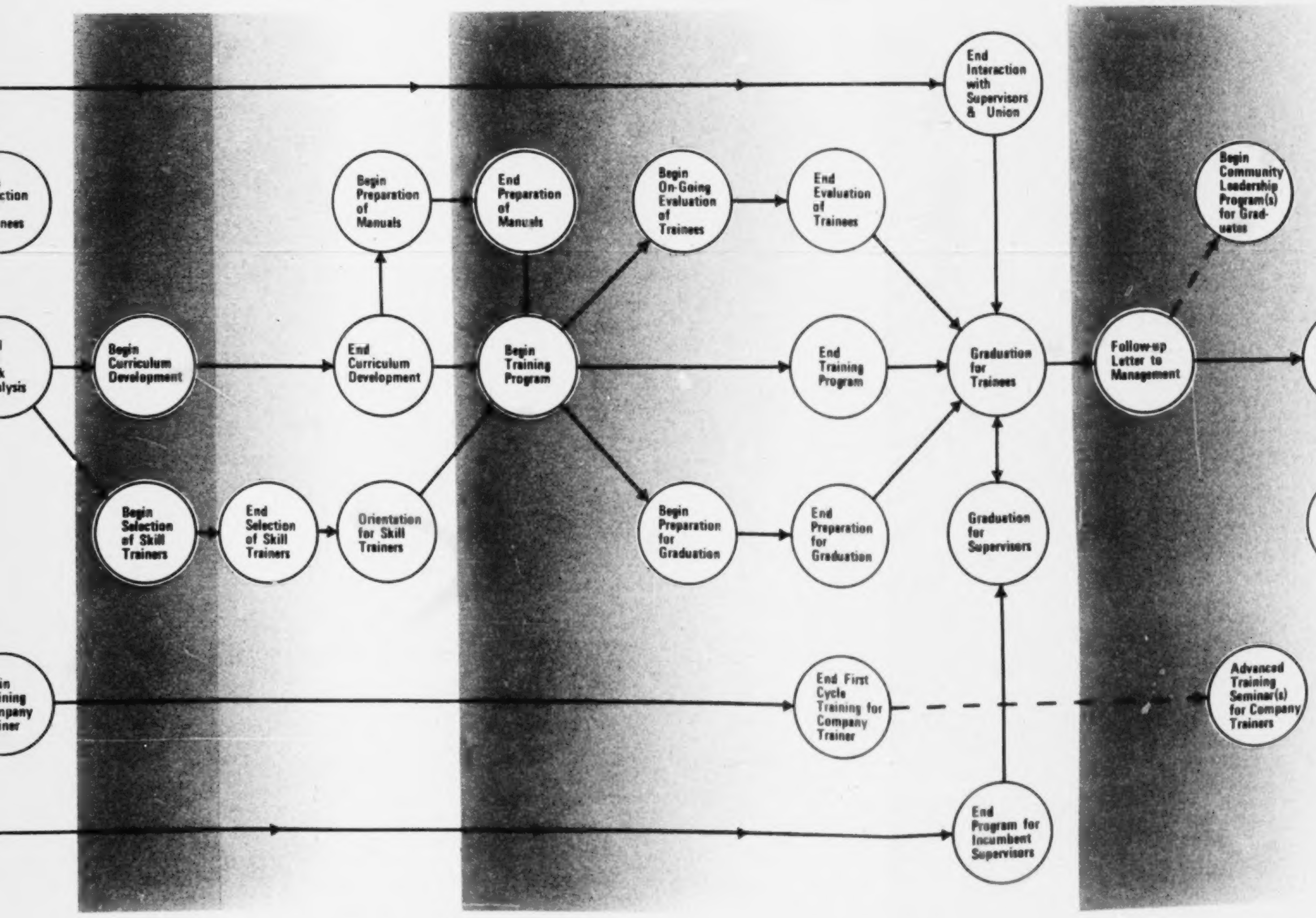
OBJECTIVES

1. Encourage and support management with second program.
2. Further the training of company trainers.
3. Develop the leadership skills of the upgraded workers and stimulate their interest in the community.

APPROXIMATELY 1 WEEK

APPROXIMATELY 5 WEEKS

BEGINS APPROXIMATELY 2 WEEKS AFTER GRADUATION



End Interaction with Supervisors & Union
Begin Preparation of Manuals
End Preparation of Manuals
Begin On-Going Evaluation of Trainees
End Evaluation of Trainees
Begin Community Leadership Program(s) for Graduates
Begin Curriculum Development
End Curriculum Development
Begin Training Program
End Training Program
Graduation for Trainees
Follow-up Letter to Management
Return Visit to the Organization
Begin Selection of Skill Trainers
End Selection of Skill Trainers
Orientation for Skill Trainers
Begin Preparation for Graduation
End Preparation for Graduation
Graduation for Supervisors
Begin Help to Organization on Second Cycle
End First Cycle Training for Company Trainer
Advanced Training Seminar(s) for Company Trainers
End Program for Incumbent Supervisors

RESULTS

1. Trainees' and trainers' manual complete with curriculum and supplementary audio-visual aids.
2. Scheduled sessions to be conducted by skilled resource persons.
3. Continued involvement of organization personnel and union.

RESULTS

1. Upgraded and motivated workers.
2. Improved supervisory force.
3. Extensive involvement of all levels of organization in upgrading training.

RESULTS

1. Second cycle program.
2. Leave organization with improved training capacity.
3. Commitment of organization to goals and philosophy of HIT.
4. Additional leadership for the community.

Figure 2.1

TY TRAINING PROGRAM - FLOW NETWORK

HIT PROGRAM FOR HOSPITAL B

Food Service Supervisors

Description of Program

This program was an upgrading supervisory development program for seven low-wage workers and two existing supervisors for a large, well-endowed general hospital. The trainer refers to the hospital as an institution which was formerly guided by the policy of "...care and treatment of essentially middle class Whites of other than Jewish background."

All of the trainees were Black. Therefore, it would appear that the hospital was attempting to provide upward mobility for its Black employees, a condition under which the program was fostered.

Figure 2.2 , Food Service Supervisors Program (Hospital B) outlines the activities of that program.

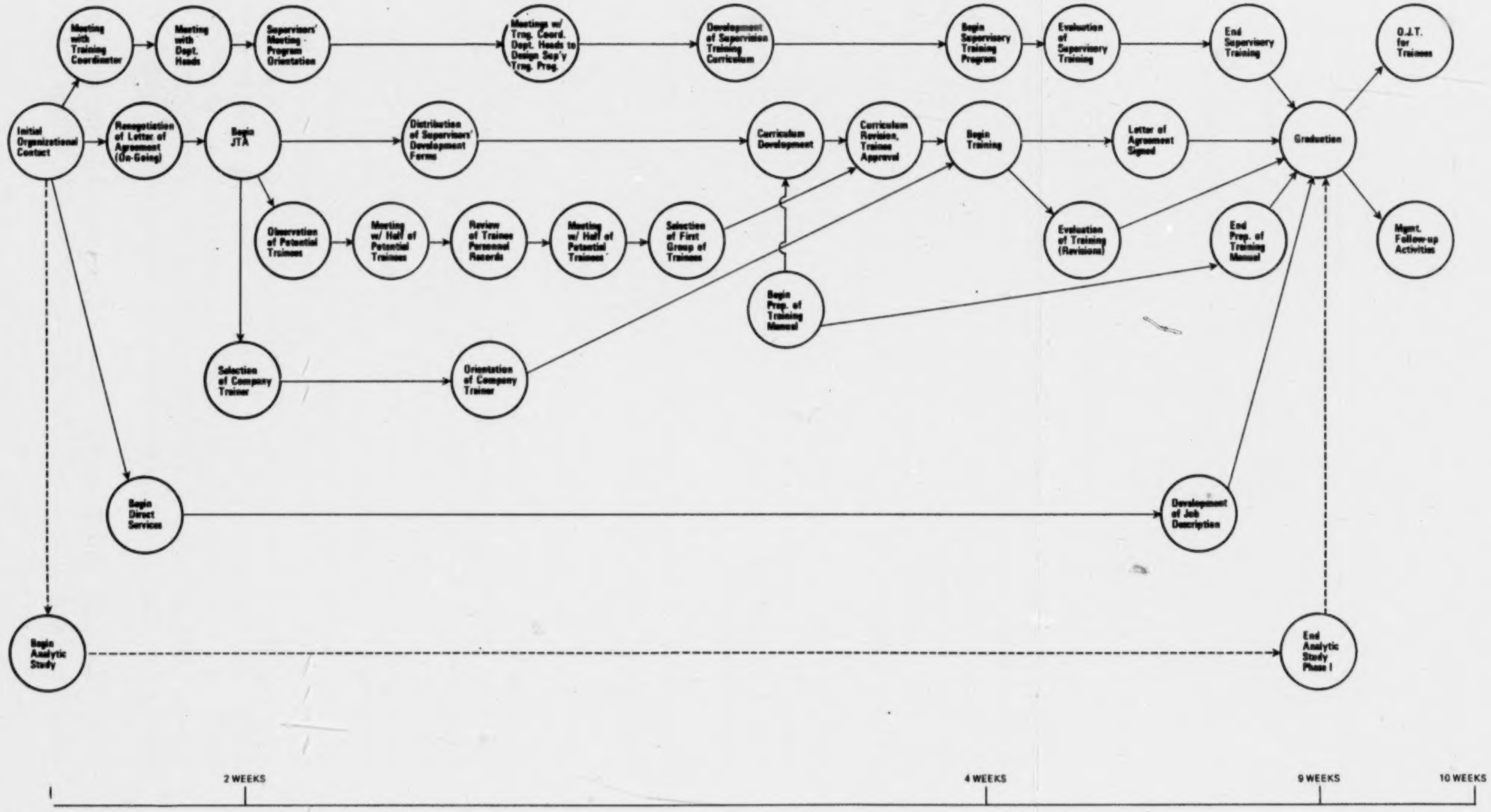
Job Task Analysis (JTA) Phase

During the JTA, it was necessary for the trainer to follow up the negotiations for the Letter of Agreement because the hospital had exhibited a marked degree of caution about signing it. Although the Letter of Agreement was not signed until the program was well under way, most commitments were honored. The trainer's comment apropos of this: "One commitment (management support) required constant attention due to subtle and deep-rooted apprehensions and organizational politics on the part of department supervisors. An apparent fear of loss of power, revelations of generally poor supervision, and racial bigotry necessitated an unusual amount of co-opting." As a result, a second, concurrent supervisory program was conducted for the department supervisors.

The JTA had four major objectives: 1) an analysis of supervisory functions in the department in order to construct a

Figure 2.2

UPGRADING PROGRAM: FOOD SERVICE SUPERVISORS


Initial Organizational Contact
Meeting with Training Coordinator
Meeting with Dept. Heads
Supervisors' Meeting - Program Orientation
Meetings w/ Trng. Coord. Dept. Heads to Design Sup'y Trng. Prog.
Development of Supervision Training Curriculum
Begin Supervisory Training Program
Evaluation of Supervisory Training
End Supervisory Training
O.J.T. for Trainees
Renegotiation of Letter of Agreement (On-Going)
Begin JTA
Distribution of Supervisors' Development Forms
Curriculum Development
Curriculum Revision, Trainee Approval
Begin Training
Letter of Agreement Signed
Graduation
Observation of Potential Trainees
Meeting w/ Half of Potential Trainees
Review of Trainee Personnel Records
Meeting w/ Half of Potential Trainees
Selection of First Group of Trainees
Begin Prep. of Training Manual
Evaluation of Training (Revisions)
End Prep. of Training Manual
Mgmt. Follow-up Activities
Selection of Company Trainer
Orientation of Company Trainer
Begin Direct Services
Development of Job Description
Begin Analytic Study
End Analytic Study Phase I
2 WEEKS
4 WEEKS
9 WEEKS
10 WEEKS

"lean curriculum;" 2) the identification of departmental inadequacies in supervision; 3) the development of alternatives to supervisory problems; and 4) choosing a course of action designed to solve existing supervisory problems. The JTA lasted seventeen days and included meetings with supervisory and non-supervisory personnel, completion of forms, questionnaires and observation of the departmental operations.

A number of orientation sessions were conducted in an effort to inform all employees in the kitchen and to allay any apprehensions of the supervisory staff. There was no union at the hospital; therefore most of the ongoing interaction was with the supervisors and the company liaison person (the liaison person was also designated company trainer). Reminders from the liaison person were necessary to keep the supervisors mindful of the fact that management had ordained the program.

Trainee Selection

Trainee selection was particularly interesting in this program. Management had already determined who they wanted to be in the program; however, they wanted the trainer to make the selection "blind." This was obviously an attempt to test the expertise of the trainer and the validity of his selection method. Trainees were selected using the following methods: interviews, observation on the job, personnel records, supervisory potential and personal desire and interest in the job. The trainer's selection concurred with management's choices in five of the seven trainees selected. (It is not unusual to have this happen in a program, especially where management or the supervisory staff is apprehensive. The "tests" will vary with the organizational climate; therefore, it is necessary for the trainer to get a fast and accurate reading of that climate.)

The training class consisted of nine Blacks: six females and three males. Their average educational level was eleven years.

Curriculum Development Phase

Various methods were used to develop the curriculum; the most important, as described by the trainer, was on-the-site observation. Moreover, a continual consultation was effected with the company trainer, who helped to develop a curriculum using some sample programs outlined in an American Management

Association publication, and the Hospital Council of Maryland. Fortunately, the company trainer was experienced and had been exposed to supervisory development. This was the first formal training program ever attempted by the trainer; however, he did have a high degree of motivation and had received thorough orientation from his Training Director on designing supervisory programs. Supervisors' suggestions were solicited, all suggestions and comments were taken into consideration, and the program was revised prior to management's approval.

Supervisory Training Curriculum

Unit I — Background and Orientation

Session 1: Welcome and Orientation
Session 2: What is Good Supervision?

Unit II — Personnel Policies and Procedures

Session 1: Personnel Policies and Procedures
Session 2: Job Problems and Complaints
Session 3: Employee Appraisals
Session 4: Review and Evaluation

Unit III — Human Relations

Session 1: Communication
Session 2: Concept of the Self — Theory
Session 3: Concept of the Self — Practical Application
Session 4: What Makes Employees Happy?
Session 5: Employee Development
Session 6: Leadership and Motivation
Session 7: Black/White Issues
Session 8: Review and Evaluation

Unit IV — Technical Skills

Session 1: Goal Setting
Session 2: Delegation of Responsibility
Session 3: Overview of the Kitchen I
Session 4: Overview of the Kitchen II
Session 5: Equipment
Session 6: Quality Control
Session 7: Sanitation and Refuse Removal
Session 8: Job Conference
Session 9: Graduation

Accompanying the curriculum was a course summary specifying the content of each class.

Skill trainers were not designated until later in the course. Initially there was some resistance by the department head at the suggestion of having "outsiders" conduct sessions. These "outsiders" were to be specialists in the hospital who had particular knowledge of the subject matter. In order to overcome this resistance, the trainer and company trainer took on the instruction of a major part of the curriculum. Finally, a Black skill trainer was interjected into the program for instruction of the technical skills portion of it. He was a member of the department, a licensed dietician. Sufficient time was allowed for the introduction of the new trainer, and the class was already familiar with him. This late designation of a skill trainer could have been a weakness in the program. The HIT Flow Network, indicated in Figure 2.1 , suggests selection of skill trainers prior to the start of the program.

The Training Process

Preparation of Training Manuals

Training manual preparation should take place before the program begins. In view of the circumstances surrounding the selection of the skill trainer, this was not possible and the manuals were prepared on a weekly basis.

The training manual contained a wide variety of materials from the project's library and reflected by the course outline. The trainer was freed from the arduous task of developing new materials for each class. The trainer did show a great deal of ingenuity in preparing course materials by extracting pertinent subject matter from various periodicals and reference materials on supervisory training. More often than not, the trainer needed to supply the materials for the trainees. All trainees and the hospital management staff were given completed copies of the training manual. It included reference material on money management, community services, and other information that would be of value to them after the training program had ended.

Training Methods and Techniques

The trainer devised a method that he referred to as "vertical teaching," teaching only the basic supervisory skills with a good deal of reinforcement. Specific training methods used to convey the subject matter were: discussions – buzz groups, role playing, on-the-job training (after the program was completed), demonstrations, lectures, and various audio-visual aids such as films, both commercial and project-produced, taped recordings, and overhead transparencies. The method varied with the nature of the subject matter and the skill of the trainer. The lecture technique was used extensively, with other methods used to support these sessions. To lend variety to the training and maintain interest, the trainer did call upon members of the hospital and project staffs to conduct classes; however, the supervisory staff was not included to any significant degree. Failure to use supervisors could have had a tendency to weaken the program, as the involvement and commitment of the supervisors to the program is weakened when they are not actively working with HIT. On the other hand, the insecurity that existed in this particular department may have been even more detrimental to the program had the supervisors been included. A judgment of this nature is difficult for an objective outsider. It seems that the trainer's estimate of the entire situation must be relied upon. This becomes more apparent in light of the concurrent supervisory orientation and training sessions.

Evaluation Phase

The curriculum design shows that review and evaluation sessions served many functions: 1) the trainees could clear up misconceptions, 2) the trainer could evaluate the questions and responses of the trainees, 3) the company trainer had an opportunity to evaluate the effectiveness of the instruction, and 4) the trainer and company trainer were able to revise the course where necessary. Moreover, evaluation forms were distributed to the trainees for the purpose of feedback on how well they thought the training was progressing. (See Appendix G, High Intensity Training Course Evaluation.) The trainer's evaluation methods also included his self-evaluation of the individual sessions and the course as a whole.

It should be mentioned that such an evaluation of the training program may be influenced by the "Hawthorne effect."*

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* Hawthorne effect: the positive effect generated by any special attention and not necessarily connected with other factors of the work situation.

The trainer should, therefore, be especially careful in reacting to any inferences he may make concerning the training.

The department supervisors were asked to complete on-the-job Training performance evaluation forms. The trainer suggested that these evaluations were predominantly negative because 1) the department supervisors did not understand the purpose of the form and were reluctant to complete them, 2) they were fearful of the training program, and 3) the trainees were not assigned to units until the end of the training program. Nevertheless, the evaluations were surprisingly low. On a five point scale, most trainees were placed at level two or three, including the best trainees in the program. Another factor that may have influenced the supervisory evaluations was the fact that the supervisors were older, White females and the trainees were younger Blacks. The program was also evaluated by project visitors and the analytic personnel assigned to the hospital program.

Effects of the Program

The immediate effects of HIT showed some positive results, as well as some problems that were experienced.

Positive Effects

- The training program was considered to be successful by management.
- The existing supervisory staff was given training along the same lines as the trainees.
- All trainees were upgraded to the position of food service supervisors.
- The graduation was attended by employees from other departments, helping them to become aware of upgrading possibilities.
- One member of the class was identified for promotion to a department supervisor.
- During the follow-up activities of the trainer, more favorable opinions were expressed by hospital management on the performance of the trainees.

Problems Experienced

- There was a noticeable resistance on the part of middle and first-line supervisors that was not successfully dealt with.
- There was apparent fear on the part of the department supervisors that the new supervisors were better trained for their tasks.
- There was a need for continual co-optation of the supervisory staff, which taxed the trainer.
- Supervisors wanted to make unannounced visits to the training sessions.
- The department supervisors were reluctant in complying with a request to complete performance evaluations.

Direct Services

Each HIT program includes a number of direct services to the employer which are not identified in the Letter of Agreement. In this case, the trainer performed two such services. First, the supervisory orientation program, identified during the organizational evaluation, was one form of a direct service. The development of a job description was a second direct service. In both cases, the needs became clear as a result of the trainer's interaction with the organization.

HIT PROGRAM FOR FIRM B

Stuffers, Scalers, Chub Machine Operator Program

Description of Program

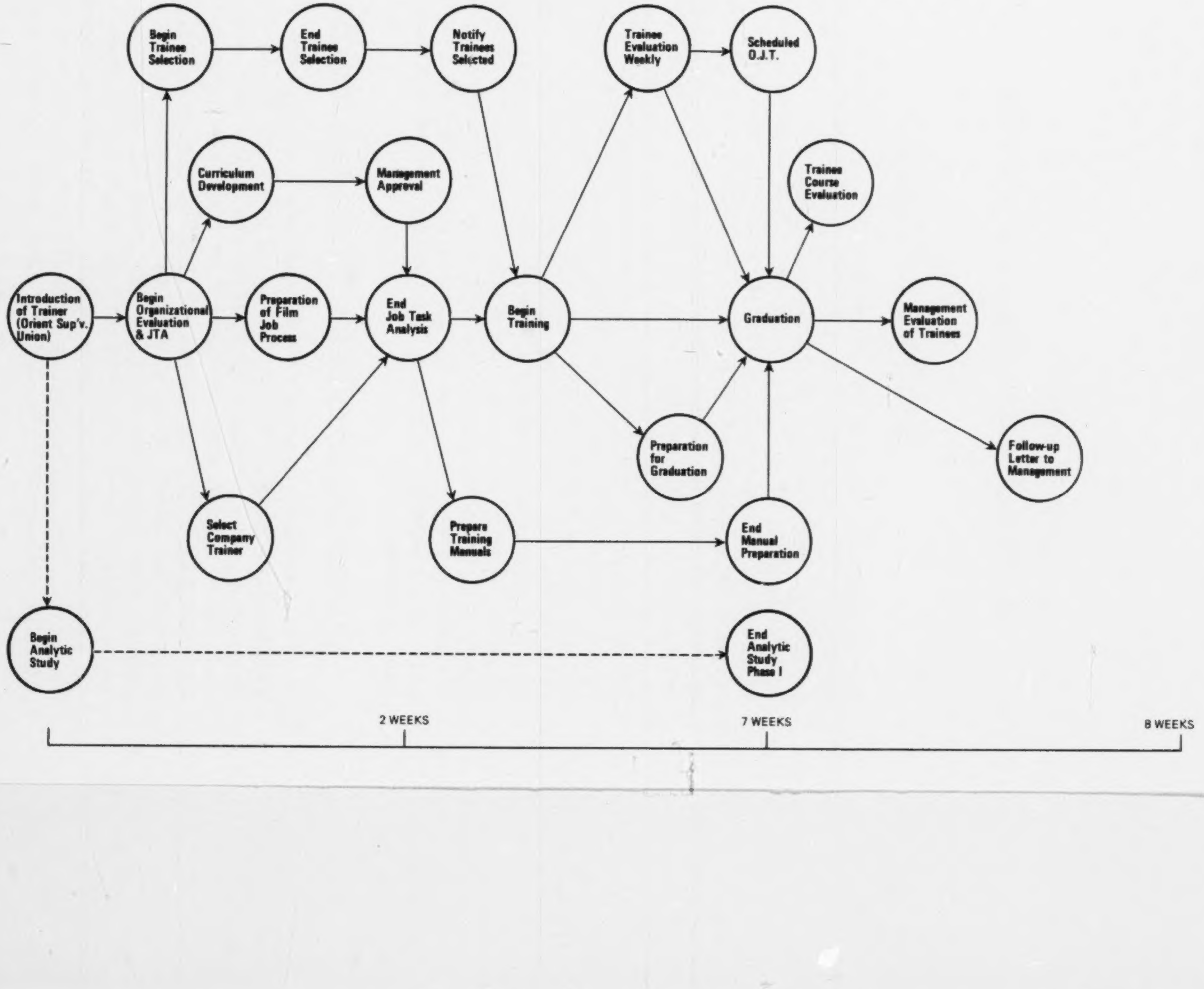
The program in Firm B was a multi-skilled training program conducted for a small, but nationally known meat processing company. The trainer designed and implemented the program from February 10 – April 3, 1969. The Letter of Agreement was signed by the company and the union, and committed the company to giving preference to all graduates of the program as back-up personnel and promoting those individuals to job vacancies as they occur. The program deviated from the eight tc ten percent wage guideline for a number of reasons: 1) the company had already broken ground to expand the plant by 17,000 square feet, 2) there was a "slack" period in marketing upgrading programs, 3) the city training project was anxious to begin a program in the private sector, 4) the company could anticipate the permanent upgrading of the employees before the year was out, 5) the trainees would be given job preference on the basis of seniority as daily vacancies occurred, and 6) future programs were anticipated with the company. Figure 2.3 outlines the flow process of that program.

Organizational Evaluation and Job Task Analysis Phase

The union local demonstrated complete cooperation with the training program. Prior to the signing of the Letter of Agreement, the company contacted the union business manager and the training project gave him a complete orientation to the program. It was important to the project that the orientation be given by a member of its staff. The rationale behind this position is that the sale of a program to an intermediary is a critical stage, especially when that intermediary has potential veto effect. Therefore, management, no matter how enthusiastic, should not be allowed to carry the HIT concept to the union. Too many factors enter into

Figure 2.3

UPGRADING PROGRAM: STUFFERS, SCALERS, CHUB MACHINE OPERATORS



Begin Trainee Selection
End Trainee Selection
Notify Trainees Selected
Trainee Evaluation Weekly
Scheduled O.J.T.
Curriculum Development
Management Approval
Trainee Course Evaluation
Introduction of Trainer (Orient Sup'v. Union)
Begin Organizational Evaluation & JTA
Preparation of Film Job Process
End Job Task Analysis
Begin Training
Graduation
Management Evaluation of Trainees
Preparation for Graduation
Follow-up Letter to Management
Select Company Trainer
Prepare Training Manuals
End Manual Preparation
Begin Analytic Study
End Analytic Study Phase I
2 WEEKS
7 WEEKS
8 WEEKS

that presentation; paramount of these is the nature of employee-management relations at the plant. In this particular plant, relations were cooperative and mutually respectful.

During the JTA the trainer was given a guided tour of the plant. Such a tour can prove restrictive because the tour guide controls the agenda. As a result, the trainer found it necessary to arrange for future visits. These following visits were used to observe the job incumbents performing the processes to be taught during the training program; moreover, the trainer conducted interviews with various plant personnel.

An additional technique used during the JTA was the filming of the machine-operation for a job breakdown and for inclusion in a later skill session. The liaison person, an assistant to the general manager, made various job and machinery manuals available to the trainer. A skill trainer was designated by the company early in this phase of the program; consequently, an on-the-job training program was formalized and the skill trainers notified on their responsibility for the training program. The OJT schedule, that is, the fifth day practice sessions after each four days of training, could not be adhered to because the plant was operating double shifts to meet the demand for its product. However, the plant manager understood that the trainees would be given time to practice their skills when the opportunity presented itself and when vacancies occurred during the training. Although the solution was not ideal, the arrangement was practicable. Later, management was to recognize the need for an active on-the-job training program, "... as a vital necessity for successful implementation and completion of the program." OJT encompassed approximately ten hours of actual class training time and proved invaluable to the class members.

According to the trainer's monograph, "The regular work day was eventually utilized for further training in the operations of the three target jobs. All on-the-job training was supervised by the plant and production managers and the company trainers, in cooperation with the project (trainer)." Only through the insistence of the trainer was this need properly identified and adjustments made.

Trainee Selection

The presence of union regulations in the plant resulted in a very limited project trainee selection procedure. Management gave the trainer fourteen names from which he was to select the first seven indicating an interest in the program. Because of this, the selection interview was primarily devoted to giving information on the training program and getting to know the trainees. The union caused a plant-wide orientation to be given, at which time the business manager tentatively endorsed the program.

Six of the seven project selected employees indicated an interest in the job, all of whom were Black females. One, a Black male, was adamant about not joining the program. He refused to participate, even after the trainer coaxed, cajoled, and recited the benefits of the training program. Because of the seniority provisions, this employee was required to sign a waiver indicating that he had refused the training. This is a reasonable precaution in light of the union contract. Eventually the training program was composed of seven black females; the male employee may have refused the training because of this preponderance of females, and this is a consideration the trainer must take into account. The average educational level for all trainees was ten years.

Curriculum Development

For the most part the modified curriculum design results from the procedures followed during the organizational evaluation and job task analysis phase and reflects the needs of the trainees. The trainer indicated that he was able to start preparation of the curriculum at an early stage for this program.

A large number of photographic slides were prepared in anticipation of the skill training. The skill training was emphasized because all of the trainees were females training for a "male" job — the chub machine.*

Because the trainer consulted with the company trainer prior to submitting the outline to management, the curriculum was approved without revision. The curriculum consisted of 25% Human Relations and Constants Training, 45% Skill Training, and 30% organizational material and review. The following is representative of the final curriculum used.

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* "Chub machine" is an industry name for a machine used for packing sausages.

Session 1: Opening Ceremony

Session 2: The History of the Company
- Union Benefits
- Employee Benefits

Session 3: Policy and Procedure
- Duties and Responsibilities

Session 4: Safety Practices and Procedures

Session 5: Quality Control

Session 6: Perception and Attitudes

Session 7: Scaling Techniques

Session 8: Review and Communications Skills

Session 9: Stuffing Techniques I

Session 10: Stuffing Techniques II

Session 11: Evaluation and Discussion

Session 12: What is in a name? (Company Orientation)

Session 13: This is the Chub Machine

Session 14: The Chub Machine Operator

Session 15: Why a Chub Machine Team

Session 16: Black/White Issues

Session 17: Review

Session 18: Self-Concept

Session 19: Evaluation — On Our Way/Educational Assistance

Session 20: Commencement

Twelve of the twenty sessions included guest speakers.

The Training Process

Preparation of Training Manuals

Actual preparation of the training manual spanned the duration of the program; however, this posed no particular problem because the course outline afforded adequate direction. The manual included materials about technical schematics of the machine, human relations materials developed from the curriculum library, and other items of interest to the trainees.

Training Methods and Techniques

The methods and techniques employed did not vary greatly from those used in Hospital B. Additional methods of case studies, practice groups in the conference room, laboratory sessions in the plant, a slide projector and tape recording presentation, individual coaching on the job, and films were used to convey the facts and ideas of the program.

Evaluation Phase

Trainee evaluation in this program was informal. The trainer based his evaluation on observation, consultation with supervision, and management's evaluation of the trainees. The union provided additional verbal evaluation of the training. At the end of the training, the trainees were asked to complete the HIT Course Evaluation Form (Appendix H), which showed a positive feedback.

Effects of Program

Positive Effects

- Further need for human relations training was identified.
- The company had seven multi-skilled employees, each capable of operating and maintaining the chub machine.
- A further supervisory training program was identified.
- The trainees became more interested in their self-development. Three trainees returned to school.

- A number of the trainees participated in a leadership forum conducted by the project (management sent a representative also).
- Trainees demonstrated newly gained self-concept and confidence.
- The company and the union shared a constructive experience.
- There was a reduction in absenteeism during the training program.
- The company now has an ongoing training capability because of the individuals designated as company trainers.
- The company received favorable publicity through a news release.

Problems Experienced

- Management made it a habit to come into the training sessions unannounced.
- Initially there was a degree of apprehension and arrogance demonstrated by the plant manager. (He was later co-opted into the program with good results.)

HIT PROGRAM FOR FIRM C

Sheet Metal Operators, Spray Painters, Order Fillers, and Assembler Program

Description of Program

A program was designed and implemented for Firm C, a subsidiary of a three-billion-dollar communications company which manufactures lighting fixtures. It was purchased by the parent organization three years ago. A trainer and assistant trainer were assigned to the program. One comment in the training monograph reads, "For several reasons the ... operation had serious problems." Blacks and Whites were almost totally separated within the plant, and the company was dissatisfied with its manpower problems, some of which were outgrowths of racial tensions. The company had experienced a financial loss, nearly equal to the projected profit for the year. These circumstances caused the parent company to send a personnel specialist to investigate the situation and report his findings. Shortly thereafter the Cleveland upgrading project was contacted and a training program was discussed. Objectives were mutually agreed upon by the company and by the project. The upgrading program was designed:

- To teach four different skills;
- To improve communications between Whites and Blacks, and among hourly employees, foremen and management;
- To improve the leadership and human relations skills of the trainees and all other plant personnel who became involved with the program;
- To teach the trainees how to avoid and/or solve off-the-job problems effectively in

/12/

order to increase on-the-job concentration, and hence, productivity;

- To lay the groundwork for future advancement by encouraging the trainees to further their education;

- To begin the establishment of a HIT capability in the plant by creating the preconditions for future cycles.

A very clear mandate, indeed, had been given the trainer. These objectives were considered to be challenging because the need to train in multiple skills made each objective more complex. The company was primarily concerned with its operational loss, but at the same time realized that the poor Black-White relations extant contributed toward that loss. The training analysis began on October 17, 1968, and the class was graduated January 10, 1969, a longer span of time than the usual training session because there were a number of intervening holidays which extended the training time. Prior to beginning the pre-training analysis of the plant, management met with project representatives and these limitations were agreed upon:

- The company would make the only contact with the IBEW local, the collective bargaining agent for the plant;

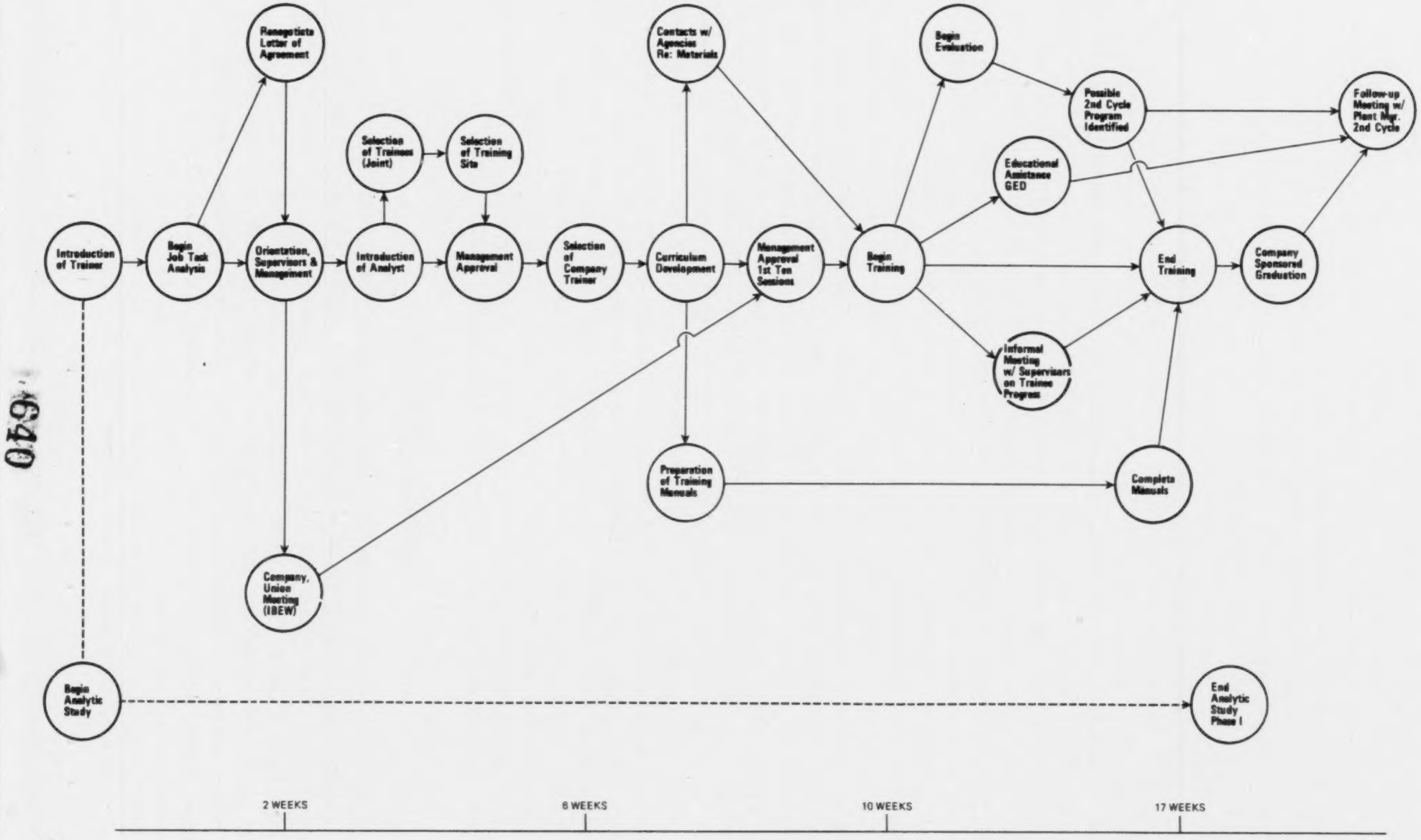
- Graduation and promotion were limited to those trainees who successfully completed the course.

The first stipulation was in contravention to the project's wishes; however, operating circumstances and existing employee-management relations caused the project to defer to the company on this point. The second stipulation is of course implied in the letter of agreement, but some managers tend toward caution when entering into the relationship with an outside training project. Neither request was deemed unreasonable. Figure 2.4 is a graphic depiction of the flow process of that program.

Organizational Evaluation and Job Task Analysis Phase

"... the establishment of effective working relationships with the company's management and supervisory staff" occupied the trainer and assistant trainer during the first

UPGRADING PROGRAM: SHEET METAL OPERATORS, SPRAY PAINTERS, ORDER FILLERS, AND ASSEMBLERS


Introduction of Trainer
Begin Job Task Analysis
Renegotiate Letter of Agreement
Orientation, Supervisors & Management
Company, Union Meeting (IBEW)
Introduction of Analyst
Selection of Trainees (Joint)
Selection of Training Site
Management Approval
Selection of Company Trainer
Curriculum Development
Contacts w/ Agencies Re: Materials
Preparation of Training Manuals
Management Approval 1st Ten Sessions
Begin Training
Begin Evaluation
Possible 2nd Cycle Program Identified
Educational Assistance GED
Informal Meeting w/ Supervisors on Trainee Progress
Complete Manuals
End Training
Company Sponsored Graduation
Follow-up Meeting w/ Plant Mgr. 2nd Cycle
Begin Analytic Study
End Analytic Study Phase I
2 WEEKS
6 WEEKS
10 WEEKS
17 WEEKS

weeks in the plant. The trainer immediately requested a meeting with key people in the company, over which he presided jointly with the plant manager. This meeting served purposes of getting management and supervisory staff immediately involved in the program besides being an orientation for them. As agreed, the company met with the union to explain the training program.

The trainer's estimate of the organizational situation led him to the conclusion that "... isolated discussions of negative attitudes on the part of supervisors were likely to be counter-productive. Therefore, special human relations classes for supervisors alone were ruled out." By involving the supervisors in the execution of the training, it was hoped that the good relationship established during the class would have a positive residual effect. Human relations classes, by possibly setting up resistance to the whole program through direct confrontation of racial, economic and social hostilities, might have interfered with the objective. The JTA had revealed that there were highly charged racial tensions in the plant. Due largely to the de facto segregation in the plant, many simple issues became Black-White confrontations. Clearly the approach taken in this situation appears reasonable in light of the circumstances. Nevertheless, it diverted from the conceptual model presented in Figure 2.1 . The decision to alter the approach was basically the trainer's indicating the value of a mature and flexible trainer. Various needs identified during the job task analysis phase caused the trainer to renegotiate the Letter of Agreement for an eleven percent increase, one percent over the initial agreement. This renegotiation was possible because the trainer brought to the job many years of labor contract negotiating experience, and he had effectively co-opted the management staff.

Trainee Selection

Trainee selection posed no serious problem because of the good working relationship between the company and the union. Recognizing the need to ease racial tensions, it was determined that Black trainees should be upgraded to higher positions in work areas having a large number of Whites, and vice-versa. This crossing of the racial barrier was deemed necessary to establish in-plant relationships beyond the training program. With these thoughts in mind, the trainer, along with the assistance of the Analytic Division, selected six men and four women for the training. There was a racial mix of eight Blacks and two Appalachian Whites, none having more than twelve years of education, and at least eight having not more than ten years. The project director had indicated that every training class undertaken by the project should have a racial mix. Of particular note in this program is the fact that the Analytic Division, because they were using the program as part of their empirical study, played a significant role in selecting the trainees with a high degree of cooperation with the trainer. Consequently, they shared the judgment in selecting the trainees. All nominated trainees were approved by union and company management. The company trainer, selected shortly thereafter, was the supervisor of an all White work group who had rather explicitly indicated his feelings of racial prejudice. The trainer identified him as a target for neutralization and hopefully co-optation. By the end of the program Blacks were placed in jobs in White areas and had received supervisory training at the project. Most important, the company trainer had established an especially sympathetic and supportive relationship with the class.

The JTA phase took approximately one week including the initiation of the Analytic Package. The trainer felt that he did not have adequate time to map out his curriculum. As a matter of fact, the program was criticized by an observer as not devoting enough time for skill training. In a multi-skill program, it appears that more time is needed for planning and orientation of the skill trainer. Cooperation from the company did help to allay this lack of preparation time. It should be made clear that often various considerations can cause a program to begin before the trainer is fully ready to begin the sessions. The pressures from the organization, however, must be accommodated.

Curriculum Development

As would be suspected, the curriculum was designed from a number of sources. The trainer, having years of industrial experience, drew upon the resources of the organization to recoup his planning time. Initially all job descriptions were requested. An analysis of these and the actual operation gave the trainer an accurate picture of the tasks to be communicated.

The job task analysis form, designed by the Institute, was useful in providing direction and job procedure sheets were used in conjunction with the other material. This was supplemented by the trainer's experience and basic knowledge of the job. Finally, the assistance of the company's industrial engineer was offered. From these sources the following curriculum was designed:

Firm C Multi-Skill Program

Session 1: Welcome and Orientation

Session 2: Benefits

Educational Opportunities

Session 3: Human Relations Film

Duties and Responsibilities of Assemblers

Session 4: Recap of Duties and Responsibilities of Assemblers

Cleveland: The City Structure

Session 5: Recap of Previous Sessions

Money Management

Session 6: Employment and Work Schedule and Responsibilities — Production Targets

Duties of Spray Painters

Session 7: Duties and Responsibilities of Sheet Metal Workers

Where to Find Help in Cleveland

Session 8: Recap of Duties and Responsibilities of Advance Sheet Metal Workers and Spray Painters

Health, Public Assistance, and Social Security

Session 9: Money Management

Duties and Responsibilities of Order Fillers

Session 10: Recap of Duties of Order Fillers

Important Part You Play in the Sale of Firm C Products

Session 11: Law for the Layman

Know Your Rights

The Role of the Sheet Metal Worker

Session 12: Assemblers' Role in Making Lighting Equipment

Session 13: Reaction to the Program

Marketing Firm C Products

Session 14: Human Relations Council for Economic Opportunities

Session 15: The Role of the Spray Painter

Lessons in Perception and Attitudes

Session 16: The Role of Order Filler

The Supervisor

Session 17: Review and Observation of Work Experience

How Can a Supervisor Develop Discipline in His Work Force?

Session 18: Attitude to Assume in Plant Review and Observation of Work Experience

Law for the Layman

Session 19: Human Relations

Duties and Responsibilities of Sheet Metal Operators

Session 20: Where to Find Help in Cleveland

Leadership Concepts

Graduation

The Training Process

Preparation of Training Manuals

The preparation of training manuals started during the curriculum planning phase. The manual is impressive because of the planning and organization that went into its preparation and production. Although the trainer was primarily responsible, much of the credit goes to the assistant trainer and the production manager. The manual's contents include a great deal of constants materials, i.e., money management, law for the layman, human relations, perhaps to the exclusion of more technical materials. Because the skill training was given by the company trainer, and in one case by the union steward, it was difficult to obtain printed material on each of the skill sessions. All of the job descriptions were included as planned, but there was a little of the procedural materials that workers could use for future reference, although portions of thirteen sessions were devoted to skill training. It would appear that the tasks were not difficult to learn because some skill sessions were less than two hours long. A great deal of emphasis was placed on developing interpersonal relations between the group. An observer noted the absence of any such interaction during the opening session. This was later to change as a result of the efforts to stimulate group participation.

Training Methods and Techniques

The training techniques employed during this program were aimed at high participation. It is possible to question the length of some of the sessions because they seem too short. This proved to be true in later skill practices, trainee-directed sessions and class review sessions. Perhaps massed training would have been more reinforcing than the distributed approach taken.

The training obviously had a high level of interest and the trainees were well motivated. Contacts were made with various agencies for representation and for training materials. Among those who contributed to the sessions were: Ohio Bell Telephone Co., the Social Security Administration, the Board of Education, and the Bureau of Apprenticeship Training. Supervisory and union involvement resulted in a variety of trainers being exposed to the trainees. The trainer acted more in the capacity of a coordinator and group leader. To give the trainees greater company identification and an understanding of their functions in the total operation, a company-wide tour was arranged. As a benefit to management and an evaluation of the understanding of management, the trainees were asked to write up work improvement suggestions near the end of the program. An additional benefit to the trainees and to the company was the fact that most trainees were immediately assigned to the job for which they were trained. Evaluation forms of an impressionistic nature were used during the training program (see Appendix G). As in the Baltimore experience, evaluations of the programs tend to be "haloed," but it seems that some value should be placed on the feelings of the trainees. The Analytic Division performed an active role in evaluating the effects of the program. In fact, the assistant analyst indicated that the training was successful, but these criticisms were offered for program improvement:

- There was not enough emphasis placed on skill training;
- There was harrassment of the trainees by co-workers;
- There was no interaction between the trainees during the first session;
- The observer felt that there was too much use of guest speakers.

In addition to the methods discussed, the director of training used the feedback from the evaluation form, his observation of the program, and comments from other managers and the company. When using an informal system of evaluation these are very often the most valid tools with which to measure the effectiveness of the training. Moreover, the trainers had a chance to share experiences during weekly project staff meetings. To this end, the assistant trainer, or guest trainer, would render his evaluation of the program. These techniques were responsible for revisions in methods and techniques during the training program. Apparently, the training program was considered to be a valuable demonstration by management because a second-cycle program was identified prior to the completion of the initial multi-skill program.

Immediate Effects of the Program

This upgrading program carried several burdens: it had been requested by the parent company; it was implemented in the midst of racial tensions; and it was to upgrade workers in several skills. Obviously, the training could not cure all the ills of the situation. It did accomplish a great deal for future perspectives, however.

Positive Effects

- The training program included a mix of Blacks and Appalachian Whites, and it proved to be helpful in establishing better communications between the two.
- Trainees were upgraded into formerly racially exclusive units.
- The company trainer was co-opted into the program and established an effective working relationship with the trainees.
- The company agreed to a second-cycle before the end of training; however, this was delayed because of the introduction of a new plant manager.
- Nine trainees were enrolled in an Adult Education Program.
- Wage increases were given immediately after the program.
- The company notified the employees of the second-cycle program.
- Company executives were enthusiastic about being included in the program.
- An elaborate graduation ceremony at a large hotel was sponsored by the company.
- News media covered the graduation ceremony.

- The general manager of the company introduced and endorsed the project to another company.
- Management expressed satisfaction with the improved daily work performance.
- Management appeared to be impressed with the newly discovered capabilities of the trainees.
- One Black trainee was identified for his exceptional leadership qualities and was upgraded beyond the job for which he was trained.
- Negative attitudes on the part of the trainees seemed to be modified.
- The racial composition of the office staff has changed significantly.
- One trainee left the company for a better job elsewhere.

Problems Experienced

- The trainer experienced some difficulty in keeping the program coordinated because of lack of preparation time and because this was his first program.
- There was some harassment of the trainees by co-workers before the second-cycle was announced.
- Many of the trainees returned to their same jobs. The increases were given, but the trainees were not informed of their new titles.
- Four trainees were laid off on the basis of seniority.
- In some cases training schedules were not issued on time.

Direct Services

Because of the trainer's orientation, his interest in the trainees, and his motivation to go the "second mile," nine of the ten trainees were figuratively "hand-carried" to an Adult Education Program which had been arranged by the trainer. This phenomenon occurred because most of the trainees had advanced to within two years of their high school diplomas before they had ended their education.

HIT PROGRAM FOR HOSPITAL C

Hospital Maintenance Program

Description of Program

Hospital C is one of the largest hospitals in the Cleveland area. It is a well known research center and is affiliated with a large university in the area. The organization employs more than 2,300 persons; therefore, its maintenance problems are important to the welfare of employees, as well as patients. After many months of selling and negotiating, a program was identified for the maintenance department where there existed some serious manpower problems. According to the trainer's records, "...manpower employed in this department (was) either rehabilitated mental patients from the hospital or enrollees from various manpower programs in the city.... In the past year, the turnover rate for males was 85 percent." Clearly, the department was in need of some kind of objective action.

Although the hospital was contacted in early October, a number of delays put off the initiation of training until February. Some of those factors are significant. In the first place, the hospital administration was hesitant about bringing the project into the picture. At this same time the hospital was negotiating a new union contract. They raised some question about the Institute's Board of Directors being headed by a union official of the American Federation of State, County and Municipal Employees (AFSCME), the hospital's bargaining unit. The hospital administration was assured that the project was a neutral agent in labor-management matters. Secondly, a question was raised about some dissatisfaction expressed during the visit to New York about the failure of some of the HIT graduates to be promoted to significantly different tasks. In order to counteract these expressed concerns, the trainer undertook the task of restructuring the department's manpower structure.

Some serious attitudinal problems were discernable during the first hospital project meeting. Strong resistance was forthcoming from the supervision in the dietary and housekeeping departments. The Maintenance Department supervision was the only one involved which was apparently supportive of the program.

To further compound these attitudinal problems, precipitated in part by negative reactions to management, "... the hospital was also beginning its own vestibule training program ... as well as negotiating with the adult division of the Cleveland Board of Education. During December, progress was minimal due to the outbreak of Hong Kong flu and the Christmas – New Year holidays." The arrival of the New Year brought with it additional delays. "As part of a collective bargaining round, and with the aid of a $400,000 grant from the Department of Labor, the AFSCME secured an agreement from the three county hospitals for a 433-slot restructuring, training and upgrading program. The hospital was concerned that (the) ... program and the union's might overlap." The Institute was able to get the union to agree to using the HIT program as a pilot project for the union. These factors accounted for nearly four months of postponements. Figure 2.5 outlines the flow process of that training.

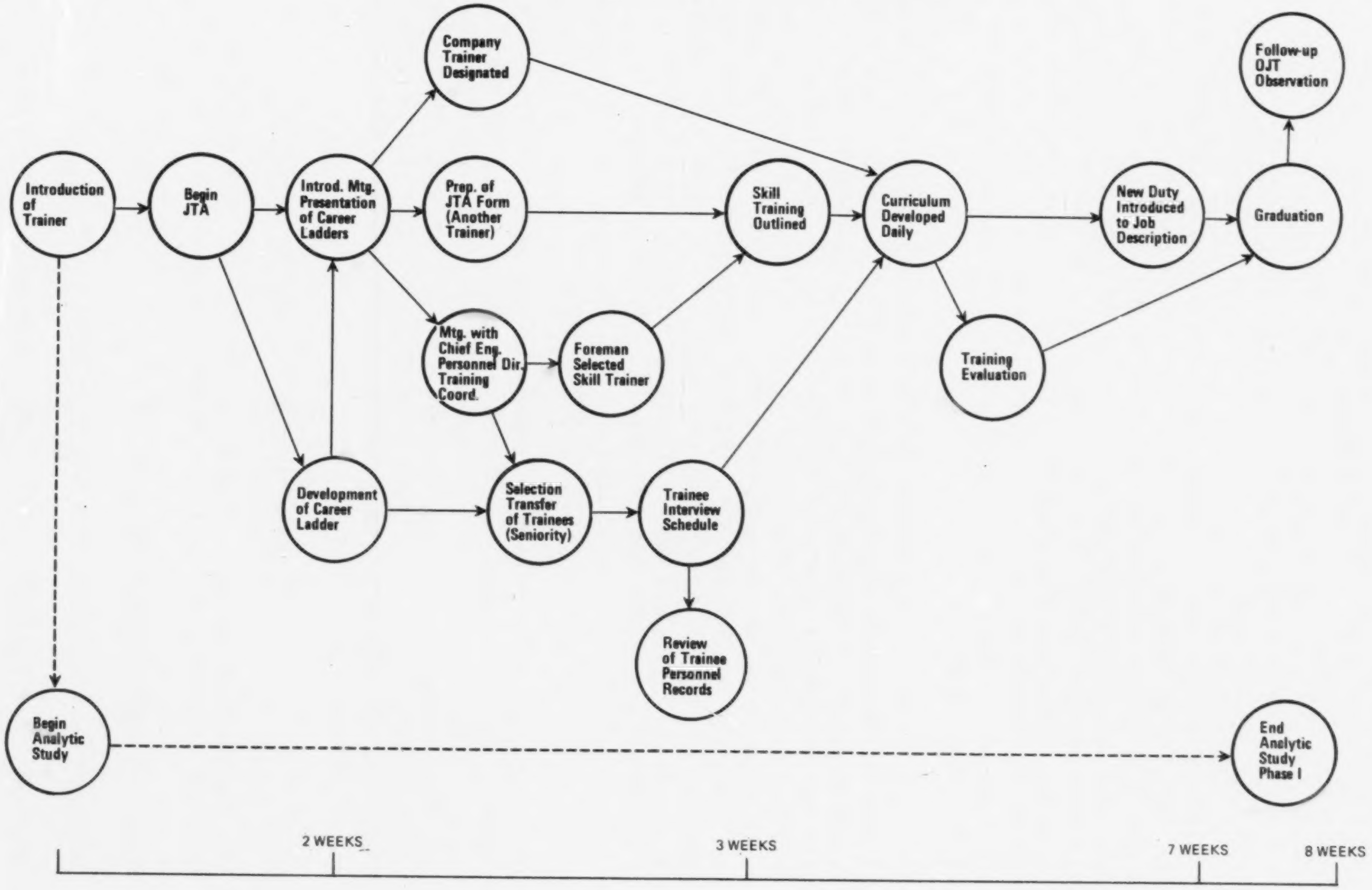
Organizational Evaluation and Job Task Analysis Phase

The Cleveland upgrading project was brought into the picture for the purpose of providing a pilot program for future upgrading. This, coupled with the concern of management for meaningful task assignments, caused the trainer to restructure jobs in the department to provide upward mobility for all employees in the department. "The training agreement was arrived at upon the completion of a career ladder specifically constructed for the Maintenance Department by the Training Consultant and the Analytic Assistant. It allowed for an eight-step advancement into the trades." A career ladder was submitted to the hospital and approved in January 1969. The ladder is presented below:

TRADES
MECHANICAL HELPER II
MECHANICAL HELPER I
TRUCK OPERATOR
MAINTENANCE SUPPLY CLERK

Figure 2.5

UPGRADING PROGRAM: HOSPITAL MAINTENANCE


Introduction of Trainer
Begin JTA
Introd. Mtg. Presentation of Career Ladders
Company Trainer Designated
Prep. of JTA Form (Another Trainer)
Mtg. with Chief Eng. Personnel Dir. Training Coord.
Foreman Selected Skill Trainer
Skill Training Outlined
Curriculum Developed Daily
New Duty Introduced to Job Description
Graduation
Follow-up OJT Observation
Training Evaluation
Development of Career Ladder
Selection Transfer of Trainees (Seniority)
Trainee Interview Schedule
Review of Trainee Personnel Records
Begin Analytic Study
End Analytic Study Phase I
2 WEEKS
3 WEEKS
7 WEEKS
8 WEEKS

MAINTENANCE III
MAINTENANCE ATTENDANT II
MAINTENANCE ATTENDANT I

To effect this career ladder and the training program, ten men had to be transferred from the Housekeeping Department. Since the labor contract was under negotiation, "the agreement was somewhat ambiguous in terms of wages." However, it was anticipated that the increase would average fifteen percent for eight of the workers (well above the eight to ten percent guideline) and over seven percent for two of the men. The career ladder itself was a comprehensive plan for employee movement.

Once the career ladder was agreed upon, the chief engineer of the Maintenance Department designated a foreman as the skill trainer. Therefore, the skill trainer and foreman planned the skill portion of the curriculum, including all program and printed materials. The actual JTA was abbreviated because of a request from the Institute. The project was already behind in its Analytic schedule. To meet this demand it was necessary for the trainer to make any number of adjustments. One such adjustment was to use another trainer to complete the necessary reporting forms.

Trainee Selection

The trainees were selected under the agreement with the labor union. Seniority and demonstrated worker interest were to be the selection criteria. As a matter of fact, the rushing of the JTA phase placed the trainer in such straits that the program had to be developed from day to day. There were ten Black men in the program, with an average education level of seven years.

Curriculum Development

The curriculum design, prepared jointly by the trainer, company trainer, and skill trainer, is presented below:

Hospital Maintenance Program

Session 1: Welcome and Orientation

Session 2: Benefits Available to Hospital Employees

Session 3: Law for the Layman
Concept of Maintenance
Session 4: Maintenance Department Policies (Part I)
Social Security
Session 5: Maintenance Department Policies (Part II)
Money Management (Part I)
Session 6: Tools of Maintenance
Career Development
Session 7: Public Employees Retirement System
Legal Aid
Session 8: Human Relations and Communication
Session 9: Hand Tools
Small Power Tools (Part I)
Session 10: Small Power Tools (Part II)
Stationary Shop Equipment
Session 11: Ground Work Tools
Session 12: Money Management (Part II)
Money Management (Part III)
Session 13: Negro History
Session 14: Ground Work Tools (Part III)
Session 15: Grounds Tour
Session 16: Snow Removal
Lawn and Plant Care
Session 17: Glossary of Terms

Session 18: A Few Tips on How to Handle Some Leadership Problems

Race Relations in America

Session 19: Where to Find Help in Cleveland

How to Give a Demonstration

Session 20: Tour of Shop Area

Projections

Evaluations

Session 21: Graduation

A heavy emphasis was placed on the skill training; in fact, twelve of the twenty-one sessions were devoted to skill presentations. The secondary emphasis of the course was placed on the constants materials. Thirteen classes were given on the constants, i.e., money management, social security, legal aid, etc. An assistant trainer prepared those sessions for the program.

The Training Process

Preparation of Training Manuals

On the whole, the training manual was well-organized; it contained mostly constants curriculum material and job descriptions, including some policy guidelines for maintenance operations. There was very little procedural and methods material for the skill training sessions.

Training Methods and Techniques

A number of training techniques were employed in the program because the men were being introduced to new skills – Maintenance Attendant II. The job descriptions were a great help to the trainees because these served as an overview of the training program. The training relied heavily on lectures supplemented with overhead slide projections. Some tours were scheduled during the program – one grounds and one shop tour. Skill demonstrations were used in conjunction with skill practice sessions in class. It was felt that the trainees needed the "feeling" of many of the tools and pieces of equipment they would be using in their new jobs, especially since the trainees were not transferred until the completion of the program. Usually the fifth day of the week is used for on-job training; however, the serious manpower shortage experienced by the hospital necessitated their remaining in the housekeeping department until management was assured of their graduation.

Evaluation Phase

Many of the training techniques had residual evaluative effects. The various trainee summaries and reviews during the sessions gave the trainer insight into the learning that was taking place. The suggested improvements voiced at these times were a strong indication of the trainees' understanding of the task in question. In order to inform management of the progress of the trainees, informal meetings were held with the chief engineer. Such indices as attendance and class participation, response and enthusiasm were the criteria used for evaluating the effectiveness of the training and the performance of the trainees. These techniques were supplemented with the Analytic study and standard evaluation.

Effects of the Training

Positive Effects

- A viable career ladder plan was devised by the trainer and accepted by the company.
- The trainees received above standard wage increases — fifteen percent.
- Group cohesiveness was fostered within the training group, as demonstrated by members of the class coaxing a disaffected trainee to complete the program with them.
- The "older workers" expressed that they felt the company was taking an interest in them and giving them an opportunity to advance.
- The chief engineer and foreman seemed to broaden their perception of the trainees' aspirations.

- There appeared to be improved communications between the employees and their supervisors.
- The company offered the trainees overtime work in the Housekeeping Department.

Problems Experienced

- The Letter of Agreement was not specific enough.
- Trainees were not informed of the exact amount of the wage increase until late in the course.
- The introduction of additional duties, which were for formerly Housekeeping tasks, resulted in a disruption of trainee morale.
- One trainee dropped out of the program, but returned later.
- Constants materials were used as "filler" for the curriculum because of the necessity of day-to-day preparation.
- There was a great deal of resistance to the program during the early phase of the training.

Direct Services

Among the direct services rendered this organization were: 1) development of a comprehensive career ladder plan and 2) arrangements made for six trainees to attend Adult Education classes.

HIT PROGRAM FOR FIRM N

Utility Repair Operator – Inspector Program

Description of Program

Firm N manufactures master television equipment and ancillary television products used in the electronics industry. The company employs nearly 400 personnel and has a local union which represents those employees. This program was the second upgrading program conducted in the company by the Newark project. The first program had been so successful that a second program was immediately identified. Whereas the first program dealt with utility and repair operators, the second program focused in on the task of inspecting what had been repaired. Most of the criteria required for the selection of a company for upgrading were apparent in this company:

- Concentration of Black and Spanish-speaking workers.
- Concentration of low-wage, low-skill workers.
- High turnover at entry level.
- Expanding industry.

An amenable relationship had been established among the trainer, the management staff, and the union as a result of the two previous training efforts at the company. The union was especially interested because the workers to be considered for the program had more seniority than former trainees who were now making more money. Also, this program occurred at a fortuitous moment — when a new contract was being negotiated. Figure 2.6 is a graphic display of the flow process of that training program.

Organizational Evaluation and Job Task Analysis Phase

As a consequence of the trainer's previous JTA, little additional analysis was required in structuring the training program. Nonetheless, the following training purposes were established:

- To satisfy the union that potential trainees would be upgraded to the same level as former trainees.
- To give the company greater flexibility in assigning employees because all repair and utility operators would be able to perform inspection.
- To expose the trainees to new techniques of inspection, such as the color codes of components.

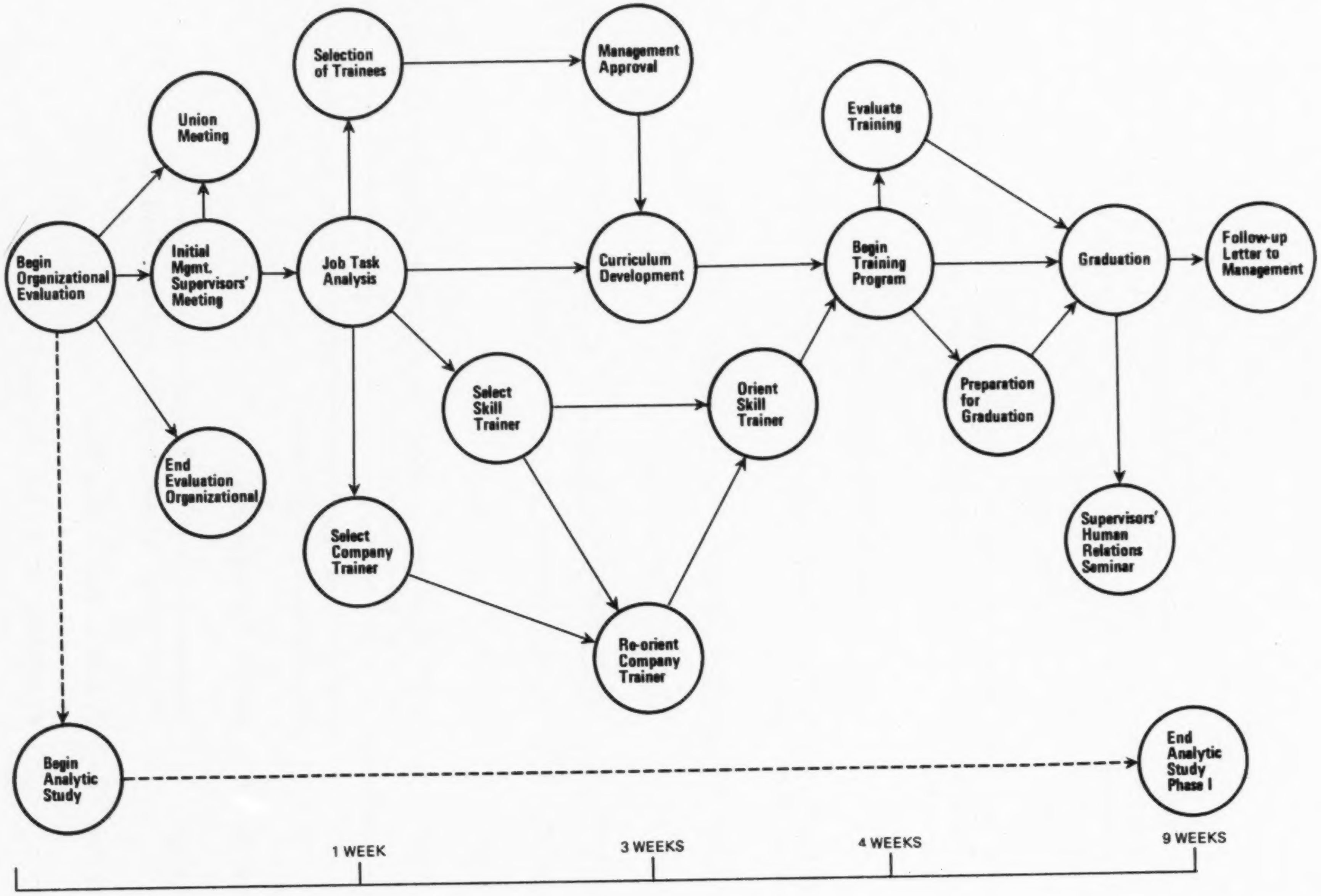
Training took place over a four week period. The shorter time frame was a result of the experiences of the first two programs; actually, it could have been shorter, but the introduction of new inspection techniques, in addition to the review of familiar tasks, extended the course.

Selection of the company trainer posed no particular problem. "The same foreman who had been the company trainer in the first program was to be used again in this capacity." The group leaders, used for skill demonstrations, were also called upon for this program. The skill demonstrators were somewhat reluctant to participate in this program, although they had been quite effective in the other program. The trainer ascribed this to the closeness of degree of tenure and skill of the trainees and the skill demonstrators. The plant supervisor wanted the review training in spite of this because he felt that the repair operators could use some formal training. Trainee reaction at the conclusion of the course was to bear out his feelings.

For all intents and purposes the JTA had been performed *a priori*. The only thing left to do was to design and execute the program.

Figure 2.6

UPGRADING PROGRAM: UTILITY/REPAIR OPERATOR-INSPECTOR


Begin Organizational Evaluation
Union Meeting
Initial Mgmt. Supervisors' Meeting
End Evaluation Organizational
Selection of Trainees
Job Task Analysis
Select Company Trainer
Select Skill Trainer
Management Approval
Curriculum Development
Re-orient Company Trainer
Orient Skill Trainer
Evaluate Training
Begin Training Program
Preparation for Graduation
Graduation
Follow-up Letter to Management
Supervisors' Human Relations Seminar
Begin Analytic Study
End Analytic Study Phase I
1 WEEK
3 WEEKS
4 WEEKS
9 WEEKS

Trainee Selection

Trainee selection was limited to the utility and repair operators who had not been involved in previous programs, and was effected after a three day analytic interview schedule. Management approved all nominees without question, and the union was satisfied as well. The trainer had already interviewed the trainees during the interviewing for previous programs and the production supervisor was thus able to concur readily with trainee selection.

The class was composed of two Black, one Spanish-speaking and four White trainees, with an educational average level of ten years.

Curriculum Development

The prepared curriculum, which was somewhat abbreviated, looked like this:

Utility and Repair Operators – Inspector Program

Session 1: Opening Ceremonies

Session 2: Slide Presentation: "The Art of Wiring"

Session 3: Slide Presentation: "Basic Soldering"

Session 4: Human Relations

Session 5: Each trainee assembled seven (7) complete sets of a power supply unit.

Duties and Responsibilities of the new Job Production Supervisor

Session 6: Money Management

Session 7: Demonstration of Inspection Procedure by Inspection Group Leader – Discussion

Session 8: Trainee Work Session

Training on Color Codes

Session 9: Trainees continued inspection and repair of units with printed circuits.

Session 10: Group Leader demonstrated procedure for inspecting and dressing (put wires in proper position) of hand wired units. Practice and discussion.

Session 11: Attitudes toward work examined.

Review and observation of work experiences.

Session 12: Inspection procedure —continued.

Production Supervisor summarized "what to look for in inspection."

Session 13: Demonstration of repair operation by Repair Group Leader. Discussion.

Session 14: Repair Operation— continued. Machine shop repair work; use of special equipment required.

Session 15: Reactions to the training program. Feedback from trainees. New perspectives on job and career opportunities.

Session 16: Graduation

The program was heavily skill oriented; ten of the sixteen sessions were devoted to skill training. This left a total of three sessions for the constants and human relations components, one session for opening the course, and one for graduation. One further session was devoted to training evaluation and career opportunities. This is less than the ideal model; however, the trainer had obviously made the decision to complete the training as rapidly as possible. The company, in its efforts to satisfy the union, was just as intent to implement and finish the course quickly.

The Training Process

Preparation of Training Manuals

The technical nature of the training, coupled with the familiarity of the trainer with the job, resulted in a highly technical training manual which was supplemented by other human relations and self-development materials. The job descriptions, along with procedural directions on wiring, soldering, glossary of terms and other pertinent materials were included for easy reference. The remainder of the manual included the HIT constants, i.e., money management, social security, where to find help, leisure time activities, and others. None of these specific subjects was outlined in the curriculum design.

Training Methods and Techniques

The skill portions of the curriculum were taught by lectures and by individual coaching. Recognition of the trainees' experience was evidenced by the inclusion of skill demonstrations and group discussion. The training principles of repetition and reinforcement were observed during the on-the-job application phase. Trainee familiarity with most of the information made it unnecessary to supplement the training by other than visual displays.

The human relations and money management sessions were conducted by a combination of the lecture-discussion method. Initially the on-the-job training was conducted during the formal classroom period. Later, management was to authorize practical application during the normal work day. The results of this on-the-job practice were noticeable. Trainee understanding and confidence in the ability to do the job were enhanced.

Evaluation Phase

Training evaluation was, for the most part, informal, in-class observation of the trainees. There was also an oral evaluation at the end of the course. Verbal and performance feedback from the trainees also indicated that the trainees benefited from the review of basic skills. The "old-timers" were able to share their techniques which were known to some but not to all. The analytic instruments used during the program were other evaluation tools used to measure the effectiveness of the training. Finally, a satisfied management was a strong indication of a successful program. Review of the curriculum indicates that the trainer set aside a session for the formal evaluation. Specific feedback was obtained through discussion with the trainees. Basically all of the programs shared evaluation methods; again the difference was more of degree. Finally, a very sophisticated cost benefit analysis was performed by the project consultant with the assistance of the Analytic Division.

Effects of the Program

Positive Effects

A number of positive results of the training program were identified by the trainer. Listed below are most of these:

- There was an apparent change in the attitude toward training of the cynical "old-timers."
- The company demonstrated its recognition of the value of training by sponsoring a third program.
- Many of the trainees showed an interest in occupational growth and development.
- As an additional company identification and motivational effect, the company gave each graduate a personal tool kit.
- There was improved company communication through the job bid process posted on company bulletin boards.
- Positive reactions demonstrated by the trainees seemed to alert other employees to the value of the training program.
- Management endorsed the project to other companies.

Fortunately, there were no problems worthy of mention experienced during the program. Initial employee suspicion was immediately allayed.

HIT PROGRAM FOR HOSPITAL N

Hospital Medical Records Program

Description of Program

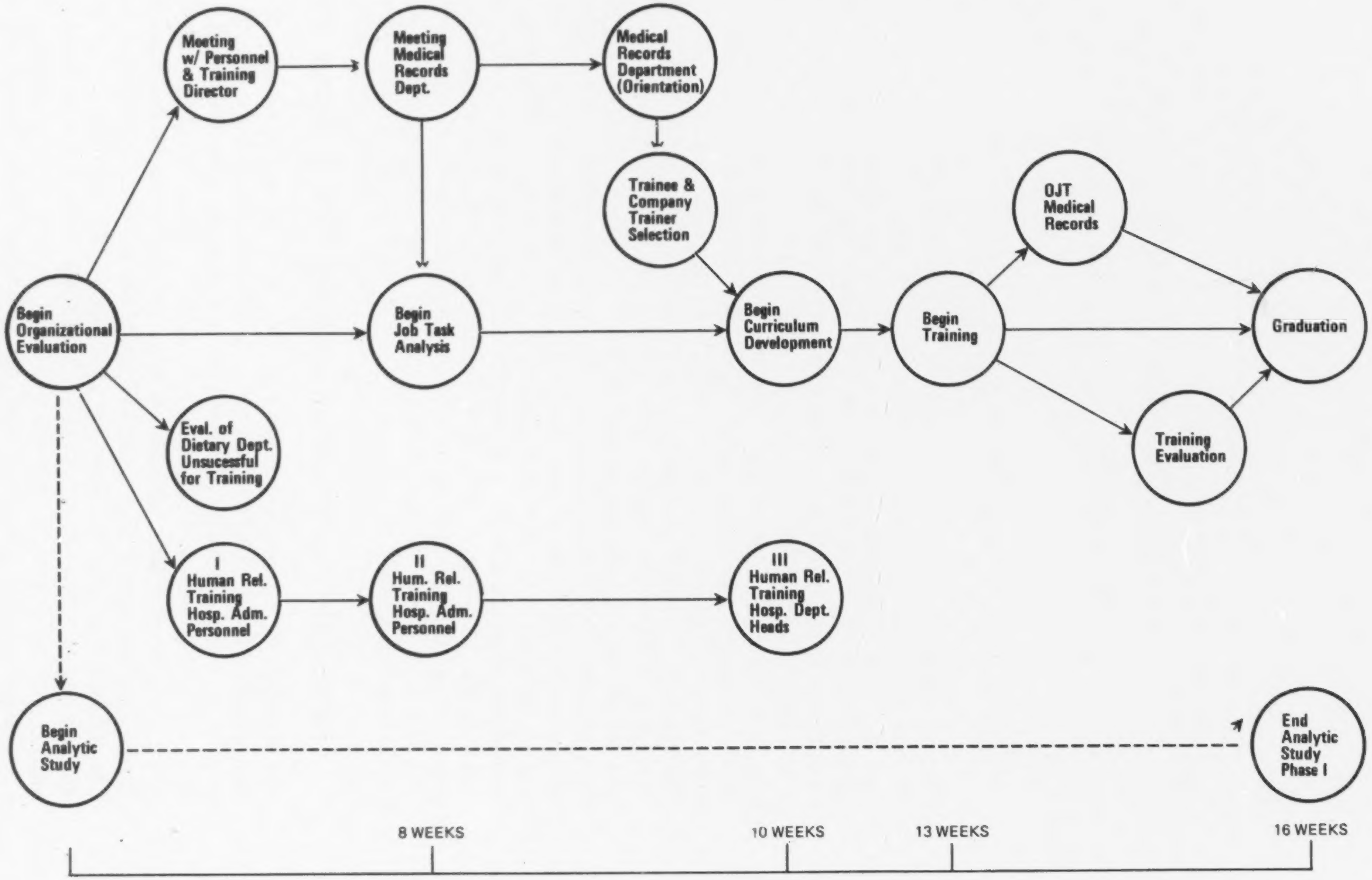
The program for hospital N was conducted for a large metropolitan hospital in the city of Newark. Recent events had led to the absorption of the entire hospital facility by a university for a nominal cost. The hospital is now under state control, and is presently expanding its facilities in a ghetto area. Consequently, there has been a resultant hospital-community rift. To ameliorate the circumstances, the new hospital administration had promised to take active measures to move toward conciliation with this hostile environment. Prior to the introduction of the Newark Upgrading Project into this situation the hospital had been seeking out training organizations which conducted human relations and sensitivity training. Cost was a primary consideration; therefore, the free services of the Newark Project were a basic factor for the administration's consideration. The hospital was primarily interested in the human relations training; however, they were amenable to the suggestions of accepting an upgrading program as a compromise measure. Figure 2.7 is a graphic display of the flow process of that training program.

Organizational Evaluation and Job Task Analysis Phase

Initially the Dietary Department was identified as the area for upgrading. Unfortunately a departmental reorganization and the introduction of new work methods precluded the implementation of a training program. This was in December 1968. Intervening holidays and concurrent human relations training delayed the identification of an upgrading program for three months. Finally the hospital was able to agree on a program for the Medical Records Department because their accreditation evaluation is due in July 1969. The accuracy of the record keeping process plays a major role

Figure 2.7

UPGRADING PROGRAM: MEDICAL RECORDS TRAINING


Begin Organizational Evaluation
Meeting w/ Personnel & Training Director
Meeting Medical Records Dept.
Medical Records Department (Orientation)
Trainee & Company Trainer Selection
Begin Job Task Analysis
Begin Curriculum Development
Begin Training
OJT Medical Records
Graduation
Training Evaluation
Eval. of Dietary Dept. Unsucessful for Training
I Human Rel. Training Hosp. Adm. Personnel
II Hum. Rel. Training Hosp. Adm. Personnel
III Human Rel. Training Hosp. Dept. Heads
Begin Analytic Study
End Analytic Study Phase I
8 WEEKS
10 WEEKS
13 WEEKS
16 WEEKS

in hospital accreditation. After the identification of the Medical Records Department, the JTA was relatively simple. Heavy reliance was placed on the department supervisor's awareness of the needs of the department, and rightfully so. The supervisor was a registered medical records specialist and knew what was needed for passing the accreditation review. Consequently, the trainer had a major portion of the curriculum already developed. The trainer conferred with the supervisor and arrived at a skill curriculum which would be executed by the trainer. The curriculum design was deemed valid because the department head was fully cognizant of the weaknesses of the department.

Trainee Selection

Trainee selection was facilitated by the hospital's designation of the whole department for training. Consequently, there were no trainee interviews except those performed by the Analytic Division. The class was composed of seventeen trainees, ten Black, seven White (two males with fifteen females). The average education for the class was twelve years. A company trainer was not designated for the program since the trainer would carry ninety percent of the instruction.[17] The department did assist the trainer by participating in a selected portion of the training; therefore, she may be regarded as the company skill trainer.

Curriculum Development

A number of curricula are peculiar to this program. As was previously mentioned, the trainer was conducting a concurrent human relations program for the hospital's management staff. Listed below are two representative curricula for the upgrading and human relations programs.

Hospital N Medical Records Program

Session 1: Welcome
Why You were Chosen
The Importance of Training
Why ITS is Involved
Overview of Program
Perceptions and Attitudes

Session 2: What Is A Medical Record?
History of Medical Record
Trace a Medical Record through the Hospital
Why the Need of a Medical Record

Session 3: Medical Ethics
Introduction to Medical Terminology

Session 4: Regions of the Body
Prefixes and Suffixes
Review

Session 5: Review of Prefixes and Suffixes
Restate Objectives of Program
Reaction to Program Co-Workers & Peers

Session 6: Terminology
Endocrine System
Respiratory System

Session 7: Operative Procedures
Specialists and Medical Specialists

Session 8: Review
Communications
  Appropriate
  Inappropriate
  Verbal/Non-verbal
  Supervisors-Peers

Session 9: Review
Digestive System
Nervous System (Sense Organs)

Session 10: Musclo-Skeletal System
Genito-Urinary

Session 11: Medical Terms
Integumentary (Hair, nails, skin)

Session 12: Review
Cross-word Puzzle

Session 13: Review of all Terminology
The Importance of Hearing and Listening
Breakdown of Specialists

Session 14: Filing
Patient Index Filing

Session 15: Correspondence

Session 16: Investigators
Evaluation of the Program

Session 17: Statistics
Soundex Filing System

Session 18: Where do we go from here?
Career Guidance

Session 19: On-the-Job Training

Session 20: Review of all Procedures Learned

Session 21: Departmental Graduation

The Training Process

Since the upgrading class was so large and the operational responsibilities so great, the training program was divided into two sections which both received the same curriculum. The schedule was interrelated to the needs of the organization. For example, one week the first group would attend training and the next week the second group received the same training. Special sessions were conducted for medical coders. As a consequence, the training took eight weeks. The hospital designated the time and place for all training and gave its fullest cooperation to the program.

Training Methods and Techniques

Preparation of the training manuals has not been completed as of this writing; therefore, attention will be given to the training methods and techniques.

Outside of the traditional methods of lecture and group discussion, the trainer used buzz groups, reviews and supervised skill practice on the job. The group-centered approach was used for greater participation and two-way communication. Role plays were conducted to illustrate organizational problems, and group assignments were made to fasten a cohesive quality in the group. Consultants were brought into the program wherever possible.

Evaluation Phase

Many of the training methods, especially reviews and question and answer sessions, were useful in evaluating trainee learning. Some informal testing was done with trainees writing terms and definitions on the chalk board. A special crossword test devised by the Institute's staff was also helpful. Training program evaluation was accomplished by use of the standard evaluation form (See Appendix H). Trainer observation and daily meetings with the department head also helped in evaluating the trainees. Other than the analytic evaluation, few visits were made to the class. On one occasion the Director of Training and Institute Analytic Director visited the program.

Effects of Program

Positive Effects

- Four Black trainees enrolled in a local community college to take a Medical Records Technician Course leading to an Associate of Arts degree.
- The hospital noted more departmental unity with a lessening of hostility.
- The department head observed attitudinal changes on the part of its overworked staff.
- The trainees exhibited positive feelings about the training program.
- Three trainees left the hospital for better jobs.
- One trainee has indicated a desire to join the nursing program.
- There was a reduction in absenteeism and "call-ins" during the training.

Problems Experienced

- Prior to the identification of the Medical Records Program, the hospital training director was asked to resign for reasons extraneous to the upgrading program.

- One trainee in the human relations program was fired for malperformance of duties.

Direct Services

Human relations training was accomplished for fifty trainees at the administrative levels in the hospital.

CHAPTER III

OBSERVATIONS AND CONCLUSIONS

This volume has discussed the field experience of HIT programs from the perspective of the six sample programs and from the broader view of trainers' and project directors' experience. This last chapter will set forth some conclusions and suggestions for improvements, as well as make some observations from a strictly impressionistic point of view. How the HIT program, as it is experienced in the field, differs from the idealized model will also be examined.

It seems logical to list first some additional observations about the underemployed worker, his supervisors, and the employing organizations as reported by those involved in the HIT experience. These may be considered as additions to the original observations and assumptions which were examined and found to be valid in Chapter I.

Additional Observations

Underemployed Worker

- The underemployed worker has demonstrated that he has the ability to learn new tasks and assume new responsibilities in a very short time.

- The underemployed worker has shown that his ego, self-esteem, and motivation can be increased substantially within a very short period of time.

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- The underemployed worker has shown that he is able and willing to accept new occupational challenges when they are presented to him in a meaningful and understanding way.

- The underemployed worker offers better promotional material for higher skill jobs in the organization than does a newly recruited outsider.

It seems, from several months of field work and many hours of discourse with other trainers, that these observations about the underemployed worker are presently valid.

It is part of the task of The Institute's next phase of upgrading activities to enlarge and develop the present HIT model. These additional ideas about the underemployed may suggest a starting point for this particular activity.

Supervisors

- Supervisors' attitudes toward underemployed minority group workers appear to have substantially improved following HIT programs.

- Some supervisors moved from initial antagonism toward the HIT program to attitudes of full cooperation and enthusiasm.

- A number of supervisors have reflected on their own human relations and technical abilities as a result of close proximity to the trainees, and appear to have reevaluated many negative perceptions.

- Some supervisors passed through initial stages of insecurity to realize that better trained subordinates served to improve their own status.

- Supervisors have shown a greater willingness, as a result of the HIT program, to listen to ideas and suggestions of low-wage, minority group workers.

- Supervisors were willing to participate in the HIT program as instructors, counselors, and curriculum developers after a sound indoctrination into the positive aspects of the HIT process.

All of these observations are positive and all of them reflect the supervisors' attitudes after they are either exposed to or involved with HIT. They do not refute the original assumptions about the characteristics of supervisors, but these observations do provide some incentive for trainers who face many other obstacles while initiating a HIT program.

Employers (Organizations)

- Employers who upgrade low-wage workers will fill the resultant entry-level job vacancies with unemployed workers or new entrants into the labor force.
- Traditional job hierarchies within organizations can be restructured to provide intermediary-level jobs for which low-skill workers can be trained and upgraded.

Field experience has shown that most employers in principle espouse "promotion from within." Such a policy tends to perpetuate the seniority system of the organization. The obverse side of this proposition is the fact that many employers advertise for more highly skilled personnel rather than train for upgrading. They make the assumptions that (1) it is cheaper to run an advertisement than to establish a training program; (2) workers at lower level jobs are not capable of learning the skills satisfactorily. The introduction of HIT can show how neither assumpiton is valid and that when an employer has been given the training assistance of HIT, he is willing to accept the ready-made manpower pool available to him.

In some cases, employers have "upgraded" in name only. Actually, the underemployed workers' original positions were never vacated. The post-training workers were given a pay increase and new title which was often only the addition of "senior" or "first-class" to their old job title. Rather than the creation of job vacancies for entry-level workers, the company simply has more highly skilled and more efficient orkers at the same jobs. Consequently, the "suction effect" for the unemployed has not occurred in some cases. The experience has been varied in the three cities.

An interview with the Baltimore Project Director revealed the fact that employers do not actively utilize the referral services of the project. One reason for this is the fact that the personnel function of the employer takes over the operation at this point. Another is that employers tend to follow traditional employment practices by advertising for jobs. Only in cases where the employer had a severe turnover problem or the jobs were so unattractive (the two being very often related) did he use the referral services to hire entry-level workers through projects.

Finally, many of the manpower programs have gained a great deal of publicity in the last few years. Such programs as Concentrated Employment Program (CEP), Job Opportunities in the Business Sector (JOBS) and various community activities have active job development efforts. Employers may be accustomed to dealing with these agencies and simply do not recognize an upgrading project in the context of job referrals.

Mainly because of the restructuring of jobs to include more horizontal task and/or additional vertical tasks, expected vacancies did not occur in the numbers anticipated. For example, a very comprehensive restructuring effort was made by the Cleveland project. The trainer assigned to a hospital maintenance program did a partial organization redesign at the job task analysis level. (See Hospital C program, Chapter II.)

It was on the basis of job restructuring and designing of career ladders that many of the programs were sold. To illustrate this point, the Marketing Director of the Baltimore project restructured a nurse's aide position to include a trainee level. In that same hospital, pharmacy technician III positions were created for purposes of upgrading a number of employees. This has been a usual feature of in-plant training for upgrading. Quite often employers do not have eight to fifteen vacancies at a higher level job to which to upgrade employees. Consequently, job enrichment, with pay increases, has been the somewhat compromising tack taken by the projects.

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* See Frederick Herzberg, Job Environment.

Differences Between the HIT Model and Field Experience

The field experiences have shown some distinct variations from the idealized HIT model in Figure 2.1, all of the programs generally followed the flow of the model. Differences in timing and substance were encountered in each new program. This flexibility of the HIT structure and of the components of the program is one of its basic strengths. However, observations would suggest a closer look at components and timing that seem to need continual adjustment. The more nearly the HIT model reflects reality, the less frustration and disappointment there will be experienced by employers and upgrading projects when the model is put to use.

The Letter of Agreement

Usually the Project, Marketing and/or Training Director is present at the meeting to make final negotiations for the Letter of Agreement. The understanding reached at this meeting will service, among other things, as a basis for evaluating the accomplishments of the trainer. Ideally, the trainer should be responsible for the agenda of the meeting and make certain that management is asked to explain their understanding of the Letter of Agreement. Any points of uncertainty can be raised at this time, and any questions answered by the parties. This will serve to forewarn the trainer of possible future problems he may encounter during the training itself.

Renegotiation of the Letter of Agreement

Usually the initial Letter of Agreement serves as a general guideline as to what is to be done during the program. However, management quite often agrees only to a minimum number of trainees and a minimal wage commitment. Where the manpower and job task analyses indicate that additional trainees may be included for the mutual benefit of all, the trainer should have the knowledge and authority to renegotiate the Letter of Agreement.

It should be understood that renegotiation is not always necessary and a mere verbal understanding may serve the purpose. The trainer may, on the other hand, find it necessary to call in the Marketing Director. Whenever a renegotiation is comtemplated, the project's management should be notified before, during and after. Care should be taken not to alienate management, the union, or any principals involved in the initial negotiation. A number of services which will not commit the trainer in time or cost over that which is anticipated may be given without further negotiation. Reason and discretion should be the trainer's guidelines.

Curriculum Requirements

The HIT model Program Flow Network indicates that training manuals should be completed prior to starting the training. In no case was the trainer able to meet this requirement, and experience would indicate that the guideline should be changed.

Some observers expressed conflicting views on the use of guest speakers. On the question of using supervisory personnel, one trainer felt that this would have an ill effect on his program, whereas another felt that his program could not be successful without supervisor involvement.

The trainer should prepare what might be described as a training proposal which specifically states the activities to be accomplished by him. The proposal serves as a plan and a strategy for management's approval. This is a prelude to the finalization of the curriculum. All objectives, methodologies and components must be indicated.

Selection and Training of Company Trainer

Management will usually designate the company trainer. An excellent opportunity to involve the management and the supervisory staff is available at this point. The Trainer must make himself available to the selected company trainer (s) for preparing curriculum materials, outlines, visuals, and the like. More time must be allowed for orienting and instructing the trainer in HIT methodology and trainer techniques. This lack of time has had a detrimental effect on the "multiplier" component of HIT. The trainer should also be informed of future preparatory programs planned for his benefit.

Evaluation Phase

It is imperative that the trainer provide management with two appraisals during the training and a final evaluation of training at the conclusion of the program (usually in the follow-up letter). Another form of evaluation for the trainer's benfit are the weekly meetings with supervisors. Their preparation of appraisal forms may be valuable feedback tools for determining the current value of the training and making any necessary adjustments.

A good number of evaluation methods were used by the projects. Perhaps one good quantitative tool could have been just as effective.

Direct Services

Direct services, for the purposes of this volume, has been described as HIT components or individual expertise shared with the employer. In some cases a specific commitment may have been stated in the Letter of Agreement. In other cases, the organization and job task analyses will indicate a needed service. These services may include supervisory training, or they may include a variety of management services, such as writing job descriptions, drafting an organization chart, or offering suggestions on improving the operation. The trainer acts in the role of management consultant as an act of goodwill for the training project.

Graduation Preparation

Just as the opening session is critical to the success of the program, so is the emphasis placed on graduation. The trainer must lay adequate plans for a smooth, meaningful graduation. Since this may be the first graduation ceremony experienced by the trainees, the effect on the trainees may be as positive as the entire program has been. Guest speakers must be invited well in advance; certificates of achievement must be printed; an agenda must be prepared; and the the news media notified (if press coverage is desired). Management should be involved and the trainees should participate in an active manner. The graduation is one point in the training program in which management can and should have a demonstrated interest in the well-being and future success of the trainees.

Follow-Up Activities

Besides the usual post-training program obligations, the trainer should make sure that any subsidiary services started during the training or promised after the program either to employees or the company are fulfilled. These subsidiary services may be in the form of HIT components or other goodwill services. Care should be taken, however, not to overextend the capability of the project or the trainer. The next training program may already have begun for them in another company.

Summary and Conclusion

This portion of the evaluation report was of necessity general in scope. The only thing that one can say worked in this model is the model itself. What was successful in one plant may not have even been used in another.

Again, these variables attest to the strength of HIT. It can be examined, evaluated, analyzed, and renewed. The people who implement the training programs can still use it as a tool to accommodate a variety of situations in the work environment.

APPENDIX A

TRAINEE SELECTION RECORD

Trainee Selection Record

Organization______________ Position to be Trained for______________ Interviewer__________ Date(s)____

Candidate	Ethnic Bkg.	Age	Educ. Level	Department	Position	Salary	Recom- mended	Comments

Form C/367-02-02

TRAINEE CASE HISTORY

Trainee's Name____

Trainee's Work History

What is your present occupation?____________________________

Does this involve a class or grade level?___________________

If so, what?____

In which department do you work?____________________________

How long have you worked in this department?________________

How long have you worked for this company?__________________

What was your starting salary?_________ And now?_________

Why did you choose to work for this company?________________

____

What job did you have before this one?______________________

Where was that?____

How many jobs did you have before you came to this company?__

(If the jobs are all in the same industry, ask: Why have you changed employers so often; you obviously enjoy this type of work.)____

____

(If the jobs are all in the same industry, ask: Which job did you prefer and why?)______________________________________

____

Are you a union member?________ Which union?________________

Are you interested in being trained for a different job than you now hold? _______

If the training hours were after the normal work day, would you be available to attend every class?________ If not, why not?____

Trainee Case History (continued)

If the job you are being trained for involved supervising some of your co-worker friends, how would you feel?______

____

Personal Information

Where were you born?______________ Date of birth____________

Where do you live?______________________________________

________________________________ Phone No.______________

Where did you live before this?__________________________

Are you married?_________ Were you ever married?____________

Do you live with your husband (wife)?____________________

Do you have any children?__________ How many?______________

How old are they?______________________________________

Do your children live with you?______ (If yes, ask: Who takes care of them?)___________________________________

Where do your parents live?______________________________

Where were they born?___________________________________

What do (did) they work at?______________________________

Do you have any brothers and/or sisters?______ (If yes, ask:

How many and how old are they?)__________________________

Are any of them working?_____ (If yes, ask: What are their

occupations?)____

Where did you attend school?____________________________

Did you graduate from high school?_____ (If not, ask: Why?)____

Are you hoping (planning) to go back to school?____________

Trainee Case History (continued)

Would you be interested in continuing your education?______

The following sections may be completed before or after the interview.

Present Work Record

Overall evaluation of the trainee by Supervisor and others.

(This may be added after meeting with first-line supervisors who will supply the original list of prospective trainees.)

____

____

____

____

Personnel Department comments re: Absenteeism, Lateness, Work Habits, Liens, etc. (to be obtained from personnel file).

____

____

____

____

Interviewer's Evaluation

How was trainee selected for the program?________________

____

Who selected him?________________________________

What was the criteria for selection?__________________

__________ ____________________________

What were the procedures for selection?________________

____

Trainee Case History (continued)

(This sheet may be removed to provide capsule review of prospective Trainee)

Trainee's name____

Date of Interview_______________ Location__________________

Interviewer____

Trainee was originally informed about this program

By?____________________ When?___________________________

Prospective Trainee's comments, attitudes, feelings, etc.

____

____

____

____

____

____

Approved for Training:__________________________

Date:____

Type of Training Program:_______________________

New Salary: $_________

% Increase above Previous Position ___________%

Case History: Trainee Selection

Trainee selection is a key aspect of the HIT process and must receive careful attention. The following case illustrates how one trainer organized and carried out the process.

The program took place at the housing authority of a large city. The program was designed to upgrade laborers to a maintenance classification. As the new job came under civil service regulations and a union was involved, the trainer followed a careful procedure:

- Representatives of housing authority management, the union and the trainer set criteria for selection.
- A questionnaire was developed by the representatives to be used in interviewing candidates for training.
- Fifty names were submitted by the combined representatives to comprise the candidate pool from 250 entry-level workers.
- An interview schedule was set up, providing for two centrally located interview stations to which candidates from all over the city would come.
- Four teams, each consisting of a project trainer and a union representative, were set up to interview the candidates.
- At the end of the day of interviewing, the teams met and selected the trainees with each team submitting its four best choices.
- Three letters were sent from the housing authority assistant director. The first, announcing that the housing authority had contracted the project to conduct a training program, went to all laborers. The second letter went to those selected for the training program, and the third letter went to those not selected.

The process was very successful in selecting seventeen men whom the union and management thought deserving. Those who were not chosen were given assurance of being considered for the next cycle. The process was further made acceptable because union representatives discussed it with their membership.

Questions:

What criticisms do you have, if any, of the procedure?

APPENDIX B

LESSON PLAN

APPENDIX B

LESSON PLAN

TOPIC:

TIME ALLOTTED:

CLASSES PRESENTED TO:

TOOLS, EQUIPMENT, AND MATERIALS: (What items will the instructor need to supply to the students for his class?)

PERSONNEL: (What assistant instructors are needed?)

INSTRUCTIONAL AIDS: (What training aids will be required? Detailed description of aids may be put into an annex of the plan.)

NOTE:

1. PRESENTATION: (State method and time required.)

   a. Introduction
      NOTE: If some special technique is used to gain the attention of the class, such as a demonstration or skit, put it into your lesson plan as a NOTE.

      1. Give the objective or purpose of your instruction.

      2. If specific standards are required in the lesson, tell the students what is expected of them.

3. Give the student reasons for learning this lesson, if this is possible or pertinent.

4. Other elements which may be outlined in the introduction:

   a. Review of previous instruction.
   b. Procedure to be followed in this unit.

   NOTE: These elements in the introduction may be outlined in any order which seems best for the presentation.

b. Explanation and/or demonstration. (Time required)
   1. All main points of the presentation should be designated 1, 2, 3, etc.

   2. If a demonstration is used, outline in proper order the steps of the procedure.

   NOTE: Summary should be used here if the unit includes application and/or examination. When the lesson includes only presentation and review or critique stages, use the summary in the review or critique stage. Review main points and safety precautions.

2. APPLICATION. (State method and time required.)

   a. Outline in detail.
      1. Directions to students.

      2. Arrangement of students, requirements, and material.

      3. General plan for conduct of the practical work.

      4. Practical exercises, if any.

   b. Outline instructor's activities
      1. Supervision.

2. Procedure to be followed.

3. Safety precautions to be observed.

3. EXAMINATION. (State method and time required.)

a. Written Tests. Include complete test with directions in an annex to the plan.

b. Oral Tests. Include questions to be asked.

c. Observation of student work.
   1. List specific points to check.

   2. Indicate how to rate or score the students.

4. REVIEW OR CRITIQUE.

a. Clarify points of difficulty by asking students if they have any questions.

b. Summarize the lesson.
   1. Recap points covered.
   2. Outline these main points in the plan.

NOTE: A lesson which does not contain application or examination stages will number only those stages employed and omit the others. In the case of a lesson which employs only one stage of instruction, the main divisions of the outline will be:
1. INTRODUCTION; 2. EXPLANATION;
3. SUMMARY.

APPENDIX C

TRAINEE IN-CLASS PERFORMANCE EVALUATION

APPENDIX C

High Intensity Training

TRAINEE IN-CLASS PERFORMANCE EVALUATION

TRAINEE____________________ EVALUATOR____________________

DEPARTMENT__________________ DATE________________________

INITIATIVE: Degree to which the trainee acts independently in terms of preparation and participation

Unsatisfactory	Fair	Good	Superior	Outstanding

COMMENT:____

EFFORT: Degree to which the trainee performs at his best (without regard to how effective he may be).

Unsatisfactory	Fair	Good	Superior	Outstanding

COMMENT:____

PERSISTENCE: The degree to which the trainee continues his efforts to learn; i.e., to participate, to try new ideas, new behavior, new skills.

Unsatisfactory	Fair	Good	Superior	Outstanding

COMMENT:

GROWTH IN KNOWLEDGE: The degree to which the trainee exhibits an understanding of the material, applies it in class activities, and in assignments. Observable growth.

Unsatisfactory	Fair	Good	Superior	Outstanding

COMMENT:

PARTICIPATION: Extent to which the trainee participates and cooperates in class activities.

Unsatisfactory	Fair	Good	Superior	Outstanding

COMMENT:

APPENDIX D

OVERVIEW OF TRAINING SESSIONS

APPENDIX D

Overview of Training Sessions

Session #1

Opening ceremonies to be held in the organization's Maintenance Training Center. Representatives of top management will be present and make appropriate remarks. Industrial Training Services will be represented by the Director of Training and the Training Consultants assigned to the project, with each contributing remarks to the program. An overview of the impending program will be provided as will an explanation of ITS. The trainees will be introduced and the training manuals presented to them.

Session #2

The organization's Director of personnel will sketch the history of the organization and explain company objectives. Employee benefits and Civil Service influences will be explained and discussed. The President of the union will discuss union benefits available to members.

Session #3

A representative of management will lead a discussion on Safety Standards, Practices and Procedures that workers should observe in the performance of their duties. Safety hazards will be simulated and examined. Safe use of tools and equipment will be discussed.

Session #4

The Duties and Responsibilities of Building Maintenance Workers will be examined and discussed. Civil Service job descriptions and organization job descriptions will be studied and related to the job that is presently being performed. The tools and pieces of equipment used by Building Maintenance Workers will be examined, identified and associated with duties performed. Activities of the week will be reviewed.

Session #5

The Perceptions and Attitudes of Building Maintenance Workers, supervisors, co-workers and housing project

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residents will be discussed. The terms "perception" and "attitude" will be defined and the pictures, "The Old-Young Woman" and "Three Working Men" will be used to clarify concepts.

Session #6

Maintenance Techniques utilized in (a) aluminum cleaning (b) floor care and (c) high cleaning will be taught. A first-line supervisor will participate as a consultant, give demonstrations and lead the discussions.

Session #7

The skills used in receiving and giving instructions in the organization's system will be examined and demonstrated. One-way-two-way communication game will be used with a trainee participant, to show problems and provide understanding.

Session #8

The training group will discuss the environment in which they work. Characteristics of similar organizations such as population, racial composition, the physical plant will be described. Interaction between the workers and the organization, residents and the workers' families — normal and problem conditions — will be described and discussed; the week's work will be reviewed.

Session #9

Insight will be given into the construction of Civil Service Examinations. Reasoning techniques used in answering test questions will be introduced, and the type questions usually found in examinations will be studied. Trainees will be drilled in answering questions likely to be found in a test for Building Maintenance Worker.

Session #10

Maintenance Techniques utilized in (a) care of elevators and (b) care of wall surfaces will be taught. A first-line supervisor will participate as a consultant, give demonstrations and lead the discussions. (Each Maintenance Technique session will be organized around the following concerns: (a) what the job involves, (b) how each job is to be performed, (c) use and care of equipment for performing job, (d) how the completed job is to be evaluated and (e) how often is the job to be performed.)

Session #11

Continued instructions on Maintenance Techniques used in room cleaning. A discussion will be led by the Training Consultant to examine the effects or reactions to the training program being conducted, to suggest how the trainees could cope with the reactions and to develop an awareness of the changes that are taking place with trainees, co-workers and the organization.

Session #12

A team of three Training Consultants, acting as Examiners, will simulate test situations in which each individual trainee will respond to an oral examination situation. The simulated tests will be recorded and replayed during the second hour of the session to enable each trainee to hear his responses and evaluate his poise in the simulated test situation.

Session #13

Maintenance Techniques utilized in (a) utility work and (b) pest control will be taught. A first-line supervisor will participate as a consultant, give demonstrations and lead the job-related discussions.

Session #14

The pressures imposed on Building Maintenance Men as a result of interaction with the people and systems in the work setting will be defined and discussed. The system of organizations and facilities within the community will be identified with their resources and availability discussed.

Session #15

The Maintenance Techniques utilized in the (a) care of outside areas and (b) lawn care will be taught. An acting first-line supervisor will participate as a consultant, give demonstrations and lead discussions.

Session #16

The importance of goal setting and the methods of arriving at goals, once they are set, will be discussed. A blackboard exercise will be used to demonstrate how goals may logically be set. A discussion that describes and creates an understanding of the pressures of being a supervisor and the pressures experienced by the organization will be conducted.

Session #17

Effective methods for individuals and families used in managing money and obtaining goods and services for money spent will be examined. Organizations and agencies that monitor and police the lawful practice of providing goods and services to the public will be identified.

Session #18

Maintenance Techniques utilized in (a) lobby and corridor policing,(b) lobby and entrance cleaning and (c) the maintenance of storage closets will be taught. An acting first-line supervisor will serve as a consultant, give demonstrations and lead the discussions.

Session #19

Career development in the organization and in the larger world of work will be discussed. Education and vocational training resources will be identified and discussed. The importance of physical and mental health to work performance and to the health of the family unit, as well as to the neighborhood and community will be discussed.

Session #20

A review of all training material will begin, starting from the second day of the program. Manuals will be checked to see that the trainees have all the material that has been handed out. The order of the material in the manuals will be checked to facilitate easy home study.

Session #21

The review of all materials will be continued. Suggestions will be elicited for the graduation ceremony. Trainees will be apprised of the status of the impending Civil Service test. Coaching sessions will be projected.

Session #22

Graduation ceremonies will be held in the Maintenance Training Center. Representatives from the organization, the State Department of Labor and Industry, and State Department of Civil Service and Industrial Training Services will make presentations. Certificates of graduation will be awarded to all trainees. Pictures will be taken of the occasion; refreshments will be served.

APPENDIX E

OPERATIONS CONTROL REPORT —
SUMMARY OF TRAINING ACTIVITIES

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Newark First Cycle

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Newark Housing Authority	17	17	Laborer	Building Main. Worker	90-101	96-111		Sep 23 1968	Oct 28 1968	1	7
Curtiss Wright	13	13	Entry Level	Pr.Mach.Op Assembler	94.40 94.40	114 110.40		Sep 16 1968	Sep 27 1968	1	1
Curtiss Wright	11	11	Entry Level	Pr.Mach.Op	94.40	114		Sep 30 1968	Oct 11 1968	1	1
Curtiss Wright	21	21	Entry Level	Pr.Mach.Op Assembler Insp/Util	94.40 94.40	114 110.40		Oct 14 1968	Oct 25 1968	1	1
Blonder-Tongue	7	7	Assembler	Util/Rpr. Op.	74.80	81.60		Oct 14 1968	Oct 29 1968	1	1

Contract No: 82-34-68-19

Schedule A-4

Skill Achievement Institute

Operations Control Report

Summary of Training Activities

First Cycle

City Newark (Cont)

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Curtiss Wright	11	11	Entry Level	Pr.Mach.Op. Assembler	94.40 94.40	114 110.40		Oct 28 1968	Nov 8 1968	1	1
Blonder Tongue	6	6	Group Leader	Gr.Leader/ Buddy	84.00	90.00		Jan 13 1969	Feb 7 1969	1	3
Newark Housing Authority	8	8	Comm.Aide	Comm.Ser Wkr. II	107 146.15	113.48 151.93		Feb 24 1969	May 14 1969	1	1
Monsanto Company	15	15	Maint. Helper	Main. Mech.	102-108.80	112.80		Feb 19 1969	Apr 2 1969	1	1
Blue Cross/ Blue Shield	10	10	Clerk	Clerk-Typist	63.00	73.00		Feb 17 1969	Apr 25 1969	1	1
Blonder Tongue	7	6	Util/Rpr Operator	Inspector	81.60	90.00		Mar 7 1969	Mar 28 1969	1	1

Contract No: 82-34-68-19

Schedule A-4

Skill Achievement Institute

Operations Control Report

Summary of Training Activities

First Cycle

City Newark (Cont)

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Marriott In-Flight	11	11	Various	Leader	Various	5-8%		Mar 12 1969	Apr 16 1969	1	1
Blue Cross/ Blue Shield	7	7	Clerks	Info/Corr. Clerks	Various	5-8%		Mar 19 1969	Apr 18 1969	1	1
N.J. College of Med. & Dent.	8	8	Various	Med. Rec. Clerks	Various	5-10%		Mar 17 1969	May 1 1969	1	1
N.J. College of Med. & Dent.	6	6	Various	Med. Rec. Clerks	Various	5-10%		May 5 1969	May 29 1969	1	1
McGraw-Edison	5	5	Entry Level	Mech. Assem.	Various	5-8%		May 13 1969	May 23 1969	1	1

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Newark (Cont) First Cycle Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Consortium-Drug Co.	18	I.P.	Various	Lab. Tech.	Various	5-10%		May 21 1969	I.P.	1	1
Hoffman LaRoche	15	I.P.	Custodian	Chem. Oper.	Various	5-8%		May 26 1969	I.P.	1	1

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Newark Multiplier Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Curtiss Wright		33	Entry Level	Gear Grinder	94.40	114	C.W. Trng Staff	Feb 10 1969	Mar 31 1969		
Curtiss Wright		30	Entry Level	Electro-Chemical Milling Operator	94.40	114	C.W. Trng Staff	Feb 10 1969	Mar 31 1969		
Curtiss Wright		10	Entry Level	Prod. Mach. Operator	94.40	114	C.W. Trng Staff	Feb 10 1969	Mar 31 1969		
Curtiss Wright		44	Entry Level	Various	94.40	11040 114	C.W. Trng Staff	Feb 10 1969	Mar 31 1969		
Blonder Tongue		37	Entry Level	Line Operator	N.A.	7480	H.Rensing & Gr.Ldr.	Nov 4 1968	Mar 7 1969		
N.J. College of Med. & Dent.		8	Nurse (R.N.)	N.A.	N.A.	N.A.	Head Nurse	Mar 13 1969	Mar 28 1969		

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Newark Other Programs Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Curtiss Wright	8	8	Trainer	N/A	N/A	N/A		Sep 9 1968	Nov 11 1968	8	1
N.J. College of Med. & Dent.	18	18	Top Adm.	N/A	N/A	N/A		Feb 3 1969	Mar 7 1969	1	1
Public Svce	16	NA	Trainers Observers	N/A	N/A	N/A		Feb 17 1969	Feb 18 1969	NA	NA
Newark Housing Authority	9	9	Supvrs.	N/A	N/A	N/A		Feb 26 1969	May 14 1969	NA	NA
Newark Housing Authority	19	19	Comm.Ser. Aides	N/A	N/A	N/A		Mar 11 1969	Apr 24 1969	NA	NA

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Newark (Cont.) Other Programs Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
N.J. College of Med. & Dent.	16	N/A	Supvrs.	N/A	N/A	N/A		Mar 12 1969	Apr 11 1969	NA	NA
McGraw-Edison	7	7	Supvrs.	N/A	N/A	N/A		Apr 7 1969	May 8 1969	NA	NA
N.J. College of Med. & Dent.	20	20	Hosp.Adm.	N/A	N/A	N/A		Apr 21 1969	May 19 1969	NA	NA
N.J. College of Med & Dent.	28	N/A	Head Nurses	N/A	N/A	N/A		May 26 1969	I.P.	NA	NA

Contract No: 82-34-68-19

Skill Achievement Institute

Schedule A-4

Operations Control Report

Summary of Training Activities

City Baltimore

First Cycle

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Baltimore City Public Schools	10	10	Food Svce. Helper-Int.	Food Svce Helper-Perm.	63.60	72.33	Fitts	Jan 6 1969	Feb 14 1969	2	
Baltimore City Public Schools	10	9	Various	2nd Class Glaziers	Various	104.80	Green	Jan 13	Feb 18 1969	2	
Johns Hopkins Hosp.	12	11	Group Leaders	Supervisors	70-108	72.80 112.32	Jackson	Jan 27 1969	Feb 19 1969	1	
Union Memorial Hospital	9	9	Various	Supervisors Food Service	68.80-90.00	90-100	Armstrong	Jan 20 1969	Mar 4 1969	2	
Holtite Mfg. Co., Inc.	8	8	Lab. Tech.	Senior Lab. Tech.	70-92	77-101.20	Thomas	Feb 3 1969	Mar 6 1969	1	

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Baltimore First Cycle Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
H.G. Parks	7	7	Packers	Scalers Stuffers Chub Machine Operators	110— 118	119.20 131.20	Green	Mar 3 1969	Apr 3 1969	2	
John Hopkins Hospital	17	13	Nursing Assistant Trainees	Nursing Assistant I	64	68.40	Fitts	Mar 31 1969	Apr 20 1969	1	

Contract No: 82-34-68-19

Skill Achievement Institute

Operations Control Report

Summary of Training Activities

Schedule A-4
May 31, 1969

City Baltimore

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
L. Gordon & Son, Inc.	13	8	Corner Cutters	Machine Opr/Setter	66.40 72.00	76.40 86.40	Armstrong	4/22	5/29/69	1	2
Hochschild Kohn & Co.	8	6	Stock Handlers	Asst. Sect. Supv.	60.00 70.00	63.75 73.75	Thomas	4/14	5/15/69	1	8
Provident Hospital	16	16	Dietary Aide	Food Svce. Supvs.	52.00 60.00	56.80 65.60	Fitts Green	4/28	5/29/69	1	2
Johns Hopkins	5	5	Pharmacy Tech. I	Pharmacy Tech. III	74.00	93.60	Jackson	4/7	5/9/69	1	2
Johns Hopkins	10		House-keeping Asst. I	Housekeeping Asst. II	64.00	68.40	Thomas	IN PROGRESS		3	

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Baltimore Multiplier Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Johns Hopkins Hospital	13	13	Group Leader	Supervisor	70-108	70-108		Apr 7 1969	May 9 1969		
Johns Hopkins Hospital	12		Group Leader	Supervisor	70-108	70-108		May 19 1969	Jun 19 1969		
Johns Hopkins Hospital	19		Nursing Asst. Trainees	Nursing Asst. I	64	68.40		May 26 1969	Jun 27 1969		
Baltimore City Public Schools	16		Food Svce. Helper-Temp.	Food Svce. Helper - Perm.	63.60	68.40		May 12 1969	Jun 12 1969		

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Baltimore Other Programs Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
H. G. Parks Inc.	15		Supv. Various	Supv. Supv.	-- 11680	+5% 12280	Fitts & Green	May 26 1969	I.P.		
Holtite Mfg. Co.	2		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
L. Gordon & Son	1		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Baltimore City Public Schools-Glaziers	7		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Cleveland First Cycle Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Art Metal Co IT & T (R)	4	4	Assembler	Advanced Assembler	86	92	Chappell Johnson	Nov 25 1968	Jan 7 1969		
	2	2	Material Handler	Order Filler	88	95-99					
	2	2	Sht.Metal Workers	Adv. Sht. Metal Wkrs	88-94	95-103					
	2	2	Spray Painters	Advanced Spray Painters	88-99	99-109					
Forest City Hospital	1	1	Cafeteria Worker	Cafeteria Supervisor	60	68	Payne/ Goldbeck	Dec 2 1968	Jan 11 1969		

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Cleveland (Cont) First Cycle Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Forest City Hospital	7	7	Nurse's Aide	Sr.Nurse's Aide	84	90	Payne/ Goldbeck	Dec 2 1968	Jan 11 1969		
	1	1	Orderly	Sr.Attend.	76	80					
	2	2	Hskpg. Aide	Sr. Hskpg. Lead G/M	66	90					
	2	2	Tray Girl	Sr. Tray Supervisor	69	70					
	3	3	Porter	Dietary Attendant	67-77	69-80					
				Sr. Hskpg. Lead M/G	66-77	69-80					

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Cleveland (Cont.) First Cycle Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Metropolitan General Hospital (R)	8	8	Porter II	Maint. Attendant II	185 bi-wk	214 bi-wk	Herman	Feb 14 1969	Mar 20 1969		
	2	2	Window Washers	Maint. Attendant II	199 bi-wk	214 bi-wk					
Giant Tiger "A"	12	12	Clerk	Advanced Clerk	66-88	71-93	Johnson	Mar 3 1969	Apr 7 1969		
	1	1	Porter	Advanced Porter	103	108					
Giant Tiger "B"	13	13	Clerk	Advanced Clerk	64-84	69-88	Goldbeck	Mar 3 1969	Apr 2 1969		
	2	2	Stock Man	Lead Stock Man	65-70	69-74					

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Cleveland (Cont.) First Cycle Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Cole National Corp.	1	1	Stock Clerk	Lead Stock Clerk	88	94	Chappell	Mar 10 1969	Apr 10 1969		
	1	1	Maint. Man II	Maintenance Man I	94	102					
	1	1	Rec. Clerk Lead Man	Sr. Lead Man	100	104					
	1	1	LNS Packager	Adv. Packager	90	94					
	1	1	Machine Feeder	Key Inspector	104	110					
	1	1	Order Filler II	Order Filler I	74	80					

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Cleveland (Cont.) First Cycle Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Cole National Corp.	1	1	Key Bucket Operator	Unit Packaging Operator	76	80	Chappell	Mar 10 1969	Apr 10 1969		
	1	1	Order Filler III	Order Filler II	70	76					
Eagle Laundry	1	1	Laundry Laborer	Assistant Washman	68	76	Herman	Apr 17 1969	May 21 1969		
	3	3	Laundry Laborer	Head Checkers	54	60					
	4	4	Laundry Laborer	Packers	50-62	56-74					
Stouffer Foods - Inn Div.	5	5	Dish-washers	Group Leader	60-75	75-93	Payne	Apr 21 1969	May 27 1969		

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Cleveland (Cont.) First Cycle Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Stouffer Foods - Inn Div.	1	1	Bus Boy	Group Leader	86	108	Payne	Apr 21 1969	May 27 1969		
	8	8	Sanitation Helpers	Various	2.43 to 2.62 per hr.	8%	Payne	May 19 1969			
The Call & Post	12	12	Various	Various	Various	10%	Chappell	May 19 1969	Jul 7 1969		
Cook United Company	10	10	Cashier	Advanced Cashier	Various	10%	Herman/ Johnson	May 22 1969			

Contract No: 82-34-68-19 Skill Achievement Institute Schedule A-4

Operations Control Report

Summary of Training Activities

City Cleveland (Cont) Other Programs Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Forest City Hospital	9	9	Employee Relations Committee	Employee Relations Committee	N.A	N.A	Rowe	Oct 30 1968	Jan 15 1969		
American Screw Products	10	10	Various	Various	Vari-ous	10%		Jun 4 1969			

APPENDIX F

TRAINING PERSONNEL

APPENDIX F

TRAINING PERSONNEL

Training Directors

The training director may be considered as the key to the success of the program. The position was designated as the second-in-command of each city project office. The job description used as a guide for this position follows. It can be seen from these requirements that the success of a program in the work environment depended heavily upon the person who undertook these responsibilities.

JOB DESCRIPTIONS

Director of Training

Summary

The Director of Training has the overall responsibility for the sale, design and implementation of all training programs. This includes planning, coordination and administration of the department's programs and personnel. He reports directly to the Project Director.

Responsibilities

- Assists the Project Director in any way that the Director deems necessary to carry out the objectives of the program.

- Works closely with The Institute through its Field Advisor and Senior Manpower Specialist in all aspects of training and upgrading low-skill, low-wage workers.

- Plans, coordinates, schedules, supervises and evaluates the implementation of all training programs; is responsible for the financial resources and personnel assigned to the training department.
- Supervises and/or assists in the preparation of all training curricula. Where necessary, after consulting the liaison personnel, may supplement and adjust Institute curricula to meet local needs.
- Supervises in-service and special training seminars, conferences and programs related to the objectives of the project. Where required, after consulting with the Institute, is responsible for supplementing the in-service training program with curriculum components designed to meet specific project needs.
- At the request of the Project Director, acts as liaison between the project and outside public and private sector organizations, including the manpower agencies.
- Identifies and assembles outside resources to be utilized in the fulfillment of project objectives.
- Supervises and/or assists in the preparation of reports on all training activities.
- Keeps Project Director informed on a regular basis as to the activities, problems, and accomplishments of the training unit.
- Serves as member of the Marketing Task Force and at the discretion of the Project Director, aids in the selling of programs.

Qualifications

Special training and experience in the areas of manpower development (including remedial and work training), community and human relations, and other project operations. Applied experience in curricula and program development.

Sound basic knowledge of learning, motivation and human behavior theory.

Considerable business and administration experience. Demonstrated ability to supervise employees.

Report and proposal writing experience.

Ability to perform all the duties of the training staff.

Sensitivity to the problems of the disadvantaged.

Combination work experiences in industry and the social fields.

College degree preferred, or equivalent.

Each of the three training directors of the city projects possessed a gregarious personality. Apparently a conscious effort was made to hire a strong person for this position. Other similarities existed among the three directors. They were all black men whose education included advanced graduate study and degrees in the social sciences. The experiences they brought to the projects were varied: one had a background in legal practice; another brought with him fifteen years of personnel administration experience; and the third had functional industrial training experience. Their ages ranged from twenty-eight to fifty-five years.

From the field experience, then, it is difficult to make an evaluation of what kind of person makes the ideal training director except in the broadest possible terms. He should be experienced, expert, and educated in order to lend the supportive relationship required by such a varied training concept. Programs under his aegis include a wide diversity of operations: from electronic inspectors, to supervisory positions, to pharmacy technicians, to glaziers, to medical records clerks. With such a range of skills, it is imperative that the training director be able to make rapid, accurate assessments and remain flexible and open to the suggestions of his training staffs.

The qualities of leadership and strength of personality necessary to the pursuance of this job have led to some conflict between project directors and training directors. Attempts were made to resolve them on a professional basis and the healthy differences of opinion have enhanced the dynamic qualities of the upgrading concepts and philosophy. Too great a responsibility for the success of a program rests with the training director for him to become a "yes-man." He is involved in the actual training process with his staff, and his opinions and his suggestions should play a major role in policy decision making. These factors lead to the writer's following suggestions:

- The project director must have sole authority and responsibility in selecting his staff.
- In a project of this limited size, it is possible that there is no need for two strong principals. The project director, then, would have to have the expertise described above to direct the training, with the assistance of a senior trainer for daily routine.
- Where there is a demonstrated need for both a project director and a training director, they should be compatible.

No one talent or trait was predictive of success as a training director. Demonstrated performance as a manager and as a leader should be a major criterion for selection of the training director.

The Trainers

The greatest responsibility for the success or failure of any upgrading program rests with the trainer who conducts it. It is his (or her) job to implement the concepts which have been sold to management and to deliver whatever has been promised by the training project during the sales negotiations.

Chapter 3 of Part I of this volume outlines the varied specific tasks and duties of the trainer in an idealized model of HIT. Following is the job description used as a guide during this E&D program. The sheer bulk of this description is an indication of the weight and importance attached to this position and a reiteration of the various roles and responsibilities.

JOB DESCRIPTIONS

Trainer

Summary

The Trainer assists the Marketing Director in obtaining employer and union cooperation for the establishment of High Intensity Training programs. He plans and implements upgrading training programs for industry. He reports directly to the Director of Training.

Responsibilities

- Assists the Marketing Director in obtaining the cooperation of management, unions, trade associations and other necessary groups for the purpose of establishing in-plant High Instensity Training programs.
- Analyzes, within the plant, target jobs to which trainees are to be upgraded.
- Seeks the cooperation of supervisors and skilled employees within the organizations to be served in the preparation of curriculum for the upgrading program.
- Develops curriculum for the new program which will follow innovation features of High Intensity Training rather than the traditional methods of instruction.
- Develops daily schedule for training program.
- Selects plant employees skilled in those work operations being taught to trainees as consultants and course instructors, as needed.
- Selects on-site facilities to be used; coordinates training so that classroom, demonstration and on-the-job training can be carried on without scheduling problems.
- Interviews prospective trainees and assists in the selection of those who could successfully complete the training program; reviews

proposed trainees' work history for supplementary information.

- Oversees, coordinates and directs training programs on daily basis.
- Conducts all sessions devoted to trainee motivation and self-development.
- Encourages full participation in the program by trainees; solicits support of management, supervisors, and labor.
- Meets with trainees, supervisors, and management to discuss their interrelationships and problems that might arise as a result of the program.
- Evaluates all aspects of the training program on a regular basis.
- Secures and records information necessary for The Institute's evaluation.
- Makes follow-up contacts after completion of training program as required.
- Furnishes Training Director with all reports, data and monographs, as requested.
- At the discretion of the Training Director, serves as a member of the Sales Task Force and assists in the selling of programs.

Qualifications

Experience in small and/or large organizations focusing on skill training and/or supervisory training or other areas of demonstrated experience in training.

An understanding of learning and motivation theory and how these basic concepts can be applied to the planning, developing and implementing of training programs. Awareness of new techniques and materials.

Demonstrated ability to conceptualize and present ideas clearly.

A demonstrated sensitivity toward workers and minority groups.

A degree in the behavioral sciences, or in the communications field would be helpful.

High degree of flexibility and ability to work with a variety of groups at many levels.

The education and experience of the trainers employed by the three city projects were varied. These usual criteria for industrial training positions were overshadowed by the needs peculiar to an upgrading program for the underemployed. The experience of those persons hired to be trainers averaged 3.5 years of manpower and/or teaching experience. Neither the age nor sex nor race of the trainer proved to be crucial factors. One trainer was twenty-four years old; another was fifty-two. Each project employed at least one female trainer, and the collective projects' training staffs were composed of white, black, and Spanish-speaking people.

Each trainer had a college degree and, in four cases, experience in dealing with the underprivileged or underemployed. These two factors probably mitigated the possibility of racial tension which is always an unpredictable facet of the urban industrial setting. The ability to communicate and the ability to relate to people as individuals seem to have been the most significant attributes of the successful trainer. It is not necessary that the trainer be black to possess these qualities, and every trainee in the program could recognize this fact.

There was another apparent anomaly in the selection of trainers. The organizational chart called for two assistant trainers for each project. All projects did, in fact, hire personnel as assistant trainers; however, it was later agreed at a Training Directors' meeting that the hiring of any assistant trainer was a mistake. A mistake because a number of problems arose:

- There were minor frictions over status. (In most cases, those hired to be assistant trainers proved just as capable and were given nearly equal responsibility as the personnel hired for the trainer position.)

- The obvious disparity between the trainers' and assistant trainers' pay was another area of their dissatisfaction.

- There arose some concern about the under-utilization of one assistant trainer and the over-utilization of another. (Unfortunately, all of the individuals did not function in a full capacity for various organizational reasons.)

These phenomena lead to the following recommendations:

- All training personnel should be hired at the same level.

- If, however, the position of assistant trainer is retained, those individuals should not be hired with the immediate professional qualifications of a trainer, but should be trained and eventually upgraded to the trainer position (generally over a 6-12 month period).

- For ease of salary administration the position should have a firmly stated salary range that reflects the professional qualifications and experience of the individual being hired.

In-Service Training

Few of the trainers had any experience in the training for upgrading field. Two in-service training courses were initially given by The Institute, with a later conference and various inter-city exchanges. In the first program, one project was somewhat hastily assembled and placed in a High Intensity Training program at The Institute. Trainee feedback indicated that some adjustments should be made prior to the preparation for the next group. As a result, a modified, but very effective, program was given to the other project staffs.

The Training Methodology Program consisted of various exposures to the HIT process; training methods and techniques; practical assignments and videotape; testimonials of individuals who had undergone the HIT concept; and in-depth instructions on the step-by-step procedures that were followed during The Institute's Phase I experience. By the time the training was completed, every trainer had to take time to internalize the wealth of information directed at him. In some cases, the cities supplemented this training with additional training. Baltimore is an example of a project which did so. Because the initial marketing of the HIT concept was slow and the trainers' interest was high, an active participative training program was designed and executed over a two month period. During this time, information received at The Institute was reviewed, revised and reinforced. This reinforcement gave the trainers an opportunity to prepare themselves prior to their first assignment. By the time each had been assigned, he was so prepared for "battle" that the actual HIT program was carried off smoothly.

Other projects did not have the same opportunity to train as thoroughly. However, supplementary training was effected as their schedules permitted. Trainers were assigned to programs jointly as a substitution for the additional training time.

The second formal in-service training session for the three-city E&D program was given by The Institute in January, 1969. This was a three-day conference designed by the Training Directors and proved to be very successful. Each staff had the responsibility of preparing and executing the program for one day of the conference and an opportunity to reunite and exchange some experiences. This in-service training session promoted subsequent fruitful interchanges among the three city projects. Constants curricula, equipment and training aids, and resources were shared and, on one occasion, a trainer from one city visited another to share his experience in a "buddy program" for MA-4 contracts that he had designed.

For all of these formal exchanges, however, the cities remained independent in their methodology. The Director of Field Operations of The Institute made frequent visits to each project, and each training staff was apprised of the accomplishments of the others by this medium. Also, a careful review of the monthly status reports of each project was another source of information about how each unit was operating in the field.

The dissimilarities of the trainers have been emphasized throughout this discussion. No ideal trainer could be emphatically identified. However, a theory of similarities can be identified through actual field work and observation: A person does not have to have experience or education or any of the traditional qualifications for the position. He does have to possess the desire to do the job, the ability to relate and the ability to communicate. Accordingly, the following premises have been derived:

- To be an effective in-plant trainer dealing with low-wage workers, one must have the ability to relate to all levels of the organizational hierarchy.

- To be an effective in-plant trainer, it is necessary to have the ability to communicate and to motivate the low-skill, low-wage workers.

The trainer is assigned great responsibilities. He should be able to accept them, act independently yet with a strong sense of the coordinated effort of his project and the entire program. He should be assured of the faith and confidence of the Training Director and the entire staff of the project.

APPENDIX G

HIGH INTENSITY TRAINING COURSE EVALUATION

732

*HIGH INTENSITY TRAINING COURSE EVALUATION

From: To:

Course____________________

Trainer____________________

Date____________________

This evaluation form will be used to evaluate the effectiveness of SUI's training in order to improve future programs.

	Excellent 4	Good 3	Average 2	Below Average 1	Poor 0	COMMENTS
1. Presentations well organized						
2. Training aids, materials for lessons, on hand and used						
3. Objectives of each lesson made clear						
4. Trainee participation allowed and encouraged						
5. Considering material allowed and encouraged						
6. Considering material covered, length of course was:						
7. Overall rating of course is:						
8. Please make other comments, criticisms, etc. which would aid in evaluating this course.						Total: ÷ 8= Score

*Adapted from Vol. 22, No. II, November, 68 issue of Training and Development Journal, article by Wilburn C. Ferguson

APPENDIX H

EVALUATION OF PROGRAM

APPENDIX H

EVALUATION OF PROGRAM

Now that you have gone through part of High Intensity Training, I am sure that you are able to express some of your ideas about the program. I would like you to answer briefly the questions below:

1) In general, would you say that you like the program or dislike it?

Like it..... ( )　　Dislike it.... ( )
Very much... ( )　　Very much..... ( )
A Little.... ( )　　A Little...... ( )

2) Does the program live up to what you expected it would be?

Yes......... ( )　　No........... ( )

3) Do you feel that the material covered so far in the program is useful in teaching you the operations you need to know?

Very useful. ( )　　Only a little. ( )
Not at all...... ( )

4) Has there been anything in the program you considered a waste of time?

Yes......... ( )　　No........... ( )

What for instance?

5) Do you think the training program could be improved in any way?

Evaluation of Program (Continued)

Yes......... ( )   No............ ( )

In what ways?

6) Are you having any difficulties with the program so far?

Yes......... ( )   No............ ( )

What are they?

7) Is there anything which has not been covered thus far that you would like to have included in the training program?

Yes......... ( )   No............ ( )

What for instance?

8) Have you gotten into discussions about the training program and course material with your co-workers and supervisors?

Yes......... ( )   No............ ( )

If "yes"

Frequently.. ( )   Occasionally.. ( )

9) Have you been experiencing any unusual difficulties because of your participation in the training program?

Yes......... ( )   No............ ( )

10) Do you feel that you will be properly prepared to take on your new job after you have finished this course?

Yes......... ( )   No............ ( )

Comments

OPERATIONAL DEFINITIONS

OPERATIONAL DEFINITIONS

Customer/User	The organization where HIT is implemented.
High Intensity Training	A systematic means of offering underemployed workers in-plant skill, human relations and self-development training and upgrading for specific jobs and at the same time altering negative attitudes and behavior of first-line supervisors and management.
Letter of Agreement	List of services to be provided by the producer and the terms to be met by the customer, written in the form of a letter and signed by senior representatives of both groups.
Marketer	Person responsible for marketing planning and management.
Marketing	Establishing organization objectives and marketing functions based on the expressed or created needs and desires of the customer.
Multiplier Effect	The feature of HIT which leaves an in-plant upgrading training capability by training company trainers.

Product	The service, in this context, the High Intensity Training Package "sold" to an organization.
Sales	The process of preparing the product (service) and selling to the customer.
Salesman	Member of the Sales Force assigned responsibility for customer contact, sales presentation and closure.
Underemployed	Workers who hold full-time jobs but who are performing tasks requiring little if any skill and who are employed below their potential level of ability.
Upgrading	A process and procedure of upward mobility of employees from the lowest to higher occupational levels having greater skill requirements and commanding higher rates of pay.

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Project Advance: Breaking the Barriers of Occupational Isolation: A Report on Upgrading Low-Skill, Low-Wage Workers. 1966.

A report on an upgrading feasibility study in the New York City area. It describes in detail the possibilities for introducing programs designed for upgrading the underemployed workers in five industries (hospitals, plastics, restaurants, electrical components, and retail groceries). The workers, their working environment, and specific training programs are discussed. This comprehensive work also includes a High Intensity Training model, field experiences and research finding. An accompanying summary volume, *An Overview*, relates the highlights of the project.

Project Advance: A Proposal for Upgrading Low-Wage, Low-Skill Employees in Small Organizations. 1966.

This volume discusses the roots of the problem of the underemployed worker, the objectives of the proposed program and its research study. A detailed account of selection of industries and of the training methods to be used in upgrading the underemployed are also included.

Phase II Project Extension: A Proposal for Upgrading Low-Skill, Low-Wage Employees. 1967.

This proposal describes the planned second year of operations of training low-skill workers for better jobs. It includes plans for English language proficiency training, for training company trainers to conduct upgrading programs and for in-service training of the project's personnel. Also included is a detail description of the developing concepts of High Intensity Training.

Upgrading the Low-Wage Worker: An Ergonomic Approach. 1967.

On September 1, 1966, Skill Advancement Incorporated contracted with the Office of Manpower Policy, Evaluation and Research, United States Department of Labor, to develop and demonstrate innovative methods for training and upgrading low-skill, low-wage workers. This publication is a four-volume description of the project.

Volume I of this series contains an overview of training and research activities during the past year and a management report on project administration.

Volume II reports one year of developing and testing innovative training techniques; of unfreezing management and union attitudes; of opening up new opportunities and creating new hope for disadvantaged workers in the New York City area. It reports a program which achieved its training objectives through the full involvement of employers in the upgrading of underutilized manpower — seventy-five percent of whom were minority group members.

Volume III discusses the research design and preliminary findings of the Employee Research Study and examines the work attitudes, behavior and motivations of the low-skill worker.

Volume IV identifies six potentially receptive industries for the introduction of upgrading programs in Phase II, and traces the development of a conceptual model to identify relevant industries.

Managing a Three-City Upgrading Configuration: A Coordinated Approach. 1968.

A detailed plan of an eighteen-month E&D project managed by Skill Achievement Institute and operational in Newark, Baltimore, and Cleveland. This publication describes the function of the Institute as the systems manager for the project, the upgrading model used in each city, the analytic program conducted within each project. The volume includes also a detailed discussion of upgrading through High Intensity Training.

Cross-City, Cross-Plant Comparative Analysis of the Effects of Training and Upgrading Low-Skill, Low-Wage Workers Through High Intensity Training. 1968.

This volume describes the analytic design carried out by the separate analytic divisions of each of the city projects in the three-city upgrading program. A fourth aspect of the design, undertaken by the Institute is also included. There are outlined specific responsibilities of each analytic division, the critical components of the analytic programs, and the analytic concerns, questions, materials and methods to be used.

FOOTNOTES

FOOTNOTES

PART I - HANDBOOK FOR IMPLEMENTATION

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5. McClelland, Op. Cit.

6. For an interesting discussion on the learning effectiveness of smaller groups see: Miles, Mathew. "T-Group and the Classroom" in L. P. Bradford, J. R. Gibb, and K. E. Benne. T-Group Theory and Laboratory Method. New York: John Wiley and Son, Inc., 1964. pp. 452-476.

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13. Bureau of Industrial Relations, University of Michigan, Graduate School of Business Administration, Ann Arbor, 1964.

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PART II — FIELD REVIEW OF SELECTED PROGRAMS

15. Volume II. *Upgrading the Low-Wage Workers in the Plant Environment Through High Intensity Training*, 1967.

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17. The trainer was a registered nurse with a B.S. degree from New York University. Therefore, she had the expertise to conduct a medical records program.

ED 060169

Final Report to

United States Department of Labor
Manpower Administration

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VOLUME IV

UPGRADING THE UNDEREMPLOYED IN THE WORK ENVIRONMENT:

An Analysis of the Short Range Impact of High Intensity Training

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EDITOR'S NOTE

This is Volume IV of a four-volume report on an eighteen-month E&D contract from the U. S. Department of Labor, Manpower Administration. The reader will find that the entire report is cross-referenced according to subject matter when this seemed advisable. The other volumes and their subjects are listed below:

> Volume I, An Applied Model for Project Management, sets forth the managerial parameters used in the system management of the three-city upgrading program. It also gives a detailed account of the initiating activities and subsequent operations organization and controls.
>
> Volume II, Guidelines for Marketing and Sales, records the marketing experience of the three-city projects and sets forth the philosophy, strategy, and sales techniques employed to initiate upgrading training programs in the field.
>
> Volume III, High Intensity Training Methodology, is a volume in two parts. Part I, A Handbook for Implementation, discusses in detail an ideal model of HIT and includes a description and explanation of the five phases of activities of this model. Part II, A Field Review of Selected Programs, is a discussion of the findings of a sampling of actual training programs and an examination of the underlying assumptions of HIT.
>
> Summary Volume, Upgrading the Underemployed in the Work Environment: A Summary of the 4-Volume Report.

Footnotes are numbered to correspond to the numbers of the items in the Annotated Bibliography. Therefore, the footnote numbers are not consecutive and may recur. The Annotated Bibliography appears as the last section of the volume.

PREFACE

This volume is the culmination of several months work and study, and as such, it represents the cooperative efforts of many people. Mr. Dennis Sobin, Dr. Michael La Sorte and Mrs. Hanna Wartenburg contributed substantially to the design and analysis. Mr. Leonard Smith's Electronic Data Processing expertise gave meaning to the data base.

The Associate Analysts in each of the city projects – Mr. Richard Nadeau in Baltimore, Maryland; Mr. William Hedl in Cleveland, Ohio; and Mr. Peter Nozza in Newark, New Jersey – lent their full support and cooperation to the documentation of the study.

Other people who made contributions to this analytic study and helped order and explain the results are Frank Castro, Samuel B. Marks, Bernard Pittinsky, Thomas McEnery, and Edward Giblin. Mrs. Ollie Simmons, Research Assistant, was extremely helpful in numerous ways. Mrs. Glenda Strober and Mrs. Anesta Brown, secretaries, have also played an important part in the preparation of this volume.

ABSTRACT

What happens when an underemployed worker who has spent eight years at a low-skill job is trained, upgraded, and given a promotion and a raise in wages? Does the training make him more or less satisfied with his job? How does it affect his self-esteem? His aspirations for further education and an even better job? Does he in fact become a more valuable employee in the organization? What are the reactions of the first-line supervisors to the training program and to the upgraded workers?

These are some of the questions that were raised at the outset of this multi-city upgrading project. This field-oriented analytic study gathered data from HIT programs in manufacturing firms and from a hospital in each of the cities. The data was analyzed and ordered to present some answers to these questions and to make implications for further study.

The reader is presented with the impact of HIT in its several aspects of skill, human relations and supervisory training. Perhaps some of the most interesting and valuable data collected is that which raises questions beyond the scope of the present study's ability to answer.

INTRODUCTION

Since Skill Achievement Institute has been associated with the problems of upgrading, it has experienced three distinct chronological phases that will be described in this chapter, each new phase founded upon the knowledge and expertise gained from previous programs.

The Institute presently serves as a system manager for a three-city in-plant upgrading project in Newark, Baltimore and Cleveland. This project employs a technique known as High Intensity Training (HIT) for upgrading the under-employed worker and altering attitudes and behavior of supervisors and managers.

HIT is a systematic means of offering low-wage employees skill training and upgrading for specific jobs with a salary increase, and at the same time providing them with human relations skills and other means for self-development. HIT has proved to be a pragmatic solution to employers' needs for skilled labor. It offers expeditious in-plant training (usually forty hours spread over a period of five weeks) which allows the employer to realize the benefits of the trainees' new proficiencies more quickly than traditional training methods would allow. HIT also demonstrates to the employer that he possesses in his pool of low-wage workers the human resources that can help solve his manpower problems (See Volume III of this report for a further description of HIT.)

Phase I - Feasibility Study (New York City)

The first step in this progression of upgrading programs, Phase I, was a feasibility study of the need for upgrading programs in the New York City area. Funded by a grant from the City of New York in 1966, the research was conducted by interviewing managers and personnel and/or training staffs in 150 organizations in the private and public sectors. The study showed that some employers realized the need for training their workers, but did not have the time or personnel or expertise to conduct a training program. Other employers showed evidence of prejudice toward their low-wage workers, and needed to be convinced of the abilities and interest level of the members of this labor pool.

The last aspect of this study was a pilot upgrading project in a major New York City Medical Center. The project's staff conducted a HIT program and thereby created an in-plant training paradigm, which was followed in the second developmental phase of the upgrading experience.

Phase II - One-City Model (New York City)

Phase II, a logical progression of the feasibility study, was an experimental and demonstration program to test and to develop the in-plant training paradigm into a one-city upgrading model. This phase was funded by a contract with the Office of Manpower Policy Evaluation and Research (OMPER), United States Department of Labor, from September, 1966, to November, 1968. The objectives of this phase were to test the training and upgrading methodology of the HIT package in a number of organizations in the New York area, and to conduct two analytic studies. These studies were to examine the readiness of workers to be trained and upgraded and to also determine where a job-vacancy criterion could be used to select industries for upgrading.

While the program of Phase II accomplished most of its objectives, it also set forth several challenging implications for immediate use or for further study. One of these was that HIT should be marketed as a product the employer needs, and not as an appeal to his social conscience. Also, Phase II determined that HIT should include formal clinics for first-line supervisors who may feel threatened by their subordinates' new training and who need to be convinced of the value of HIT to their immediate staffs.

Phase II also demonstrated that HIT could be implemented in a variety of industries because it is flexible enough to be custom designed for each plant situation. The one-city project of upgrading the underemployed worker also provided an organizational model that could be applied to a much broader geographical area.

Phase III - Three-City Model (Baltimore, Cleveland and Newark)

The third and most recent experimental and demonstration phase was a logical progression and extension of the previous phases. Phase III was funded by the United States Department of Labor, Manpower Administration, with a contract for replicating the one-city training and upgrading paradigm in three cities. The contract covers the period from February, 1968 to July, 1969. The Institute was formed to act as system manager for this multi-city program. As The Institute agreed in the contract, its responsibilities as system manager involved four particular areas of guidance and control:

- Expansion of the training and upgrading and analytic experiences of Phase I and Phase II;
- Provision of total, integrated planning for the entire system of upgrading programs;
- Provision of technical support in management, training, marketing and analytic studies;
- Coordination of the entire multi-city upgrading program.

The specific objectives of this third phase were broader in scope than the reliability and validity testing purposes of the previous programs. Other objectives include:

- Determining whether a variety of sponsoring agencies could aid in implementing HIT;
- Developing and conducting a study to determine short-term and long-term effects of HIT on the workers and on the employing organization;
- Overseeing the three-city operations to train 1050 low-wage workers directly and 1050 indirectly through trained company personnel;

- Providing overall planning, technical support and coordination for each city project;
- Refining HIT upgrading and marketing techniques;
- Establishing a central information and evaluation system.

The Institute began the three-city upgrading program by establishing each local project under the auspices of a state, city and nonprofit sponsoring agent. The sponsoring organizations are:

- In Newark - The Commissioner of New Jersey State Department of Labor and Industry in concert with the State Employment Service.
- In Cleveland - The Mayor's Department of Human Resources and Economic Development.
- In Baltimore - A private, nonprofit organization.

The Institute performed the technical services of recruiting and training staffs for each city project, providing the necessary logistics, and establishing the base for marketing the HIT package to local industry. For the duration of the program, the Institute continued to provide each city project support services by conducting in-service training for the training staffs, assisting the marketing of the HIT package, and helping to solve general management and administrative problems as they arose in each city.

The Institute designed and implemented a central information system to facilitate management of the entire program. The information system, while still in the developmental stage, is concerned with quantitative and qualitative analyses of program progress. To date, the system provides an empirical basis for identifying and solving problems.

Other refinements of the upgrading process derived from this three-city program include:

- The efficacy of HIT in a wider variety of industries than in the single city program, demonstrating that this training program can be administered to meet particular needs;
- The substantiation that HIT marketing techniques (the development of marketing plans and sales techniques for use in each city) were sold on the basis of HIT helping to fill their manpower needs;
- The addition of new features to HIT which lay the foundation for linking the trained employees with programs of further training and study, such as community colleges, skill centers and vocational schools.

Phase III, then, demonstrated not only that the one-city upgrading model of Phase II could be replicated under three different sponsoring agencies in a variety of geographical settings, but also that the total HIT package was capable of development and expansion in several directions.

The Institute was also responsible for an analytic design and program during this third phase. The Analytic Division was created and integrated within the Institute's structure to contribute to a realization of the Institute's objectives. Analytic Divisions were also established in each of the three local projects. The Institute's Analytic Division provided these with an analytic design and continuous technical support.

The design of this analysis of HIT is a panel study conducted to assess the short-range impact on the underemployed workers who were trained, on their peers who were not trained, and on their supervisors attitudes toward these workers. This volume discusses the findings of the panel study — the data gathered by structured interviews before and after the HIT programs. Several appendices are included to provide detailed information about the subjects, the cooperating organizations, and the statistical analyses applied to the data.

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CHAPTER I

GENERAL ORIENTATION OF THE STUDY

Skill Achievement Institute is concerned with the development of an untapped manpower resource — the underemployed worker. And because there is continual concern with the effectiveness of any program, part of the Institute's contract with the United States Department of Labor, Manpower Administration, was funded for the purpose of a concomitant analytical study.

The study is consonant with Secretary of Labor George P. Shultz's recent address to the 21st Annual Winter Meeting of the Industrial Relations Research Association. In that address, he delineated several issues in the field of Industrial relations which he feels demand serious consideration: the employment of numbers of racial minorities who have had neither the opportunities to perform jobs useful to society nor the chance to realize their own potential and economic growth; the effectiveness of programs which purport to solve such problems.

Secretary Shultz stated:

> "Whether we are talking about governmental programs or the wide variety of private efforts to tackle important problems effectively, we need to assess continuously how well these efforts are working and what measures could be taken to make them more effective."

He continued later in the same speech with:

> "Research should help to identify the direction of changes, the problems that arise in developing and implementing new rules, and an understanding of variables that make for success."*

This analytic study shows how some similar research objectives have been applied to the HIT upgrading projects in three cities.** An examination of the short-range impact of this training will be the basis for determining both "the directions of change and the problems that arise in developing and implementing such a program. The analysis is also

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* "Priorities in Policy and Research for Industrial Relations," Presidential Address by George P. Shultz at the 21st Annual Winter Meeting of the Industrial Relations Research Association.

**Baltimore, Maryland; Cleveland, Ohio and Newark, New Jersey designed to measure the effectiveness of HIT. These findings will be the basis for the further development of upgrading activities in the Institute's fourth phase of endeavor.

Other Relevant Research on Upgrading Underemployed Workers in the Plant Environment

A study* by Skill Advancement, Inc., New York City, examines the low-wage worker in relation to his job and to his supervisor. The intent of the study was also to develop techniques of measuring the effect of SAI's skill training programs on the participants and to analyze variables bearing on trainee selection and success. Comparisons are made between the low-wage workers and their supervisors on the basis of ethnicity, education, job experience and methods of seeking employment. The perceptions of supervisors about their low-wage workers, and the perceptions of low-wage workers about their supervisors, both before and after training, present some significant results. An important conclusion is drawn: workers' upward mobility depends heavily upon whether or not their supervisors can view them

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* A Study of Low-Wage Workers and Their Response to High Intensity Training. New York: 1969, Skill Advancement, Inc.

"objectively." For example, the supervisors in the study tended to rate lowest those workers who expressed greatest readiness for training and added responsibility.

According to this study, these phenomena seem to show that: (1) supervisors view interested, agressive workers as threats to their positions, and (2) more research attention should be devoted to attitudes of supervisory personnel insofar as those attitudes affect both workers" job performance and their possible upward mobility.

In addition, three general conclusions were drawn about variables affecting selection and the content of the training program:

- Some personality traits of workers which seem negative may prove to be manifestations of readiness for training;
- Younger workers' negative, critical attitudes are directed to a general dissatisfaction and seem to be indications of motivation for training rather than the reverse.
- Older workers who are more content with the work atmosphere do not necessarily make successful trainees. A tendency to the reverse is more likely to be the case.

This study seems significant not only because of the paucity of literature discussing the upgrading of the low-wage worker, but also because of its thorough, considered analysis of all pertinent data collected from a sizable sample.

The reader is referred to the Annotated Bibliography in the last section of this volume for further relevant material of a more general nature on the subject of upgrading training.

Assumptions and Objectives of HIT

The concept of HIT was developed by the members of the staff that began the Skill Achievement Institute. A typical High Intensity Training program is conducted in 40 hours spanning a five-week period. It is conducted within a work plant setting and thereby permits the trainees to test new knowledge within the context of their work environment. In addition to the trainees, the program affects to varying degrees the trainees' peers, foremen, supervisors, and members of management, as well as union officials, the families of trainees, and certain members of the community outside the employing organization.

The HIT concept is based on the following broad assumptions.

- Training to upgrade workers' skills is a most effective method for developing underutilized human resources.
- Upgrading training can be effectively accomplished in the work environment.
- Training can be accomplished within a reasonably short period and cover the most essential elements for efficient and effective functioning on the target jobs.
- To achieve maximum impact, a training program should be concerned with the total individual and his environment rather than concentrating on the development of technical skills only.

For purposes of this study, these assumptions were further refined into discrete units that would lend themselves to analysis. High Intensity Training tends to make the following changes:

- Develops underemployed workers' job skills making them more valuable to their employers and increasing their wages;
- Develops underemployed workers' human relations and communications skills;
- Promotes workers' self-esteem and confidence;
- Increases awareness of workers' and employers' responsibilities;
- Motivates workers to aspire to better jobs — more skilled and/or supervisory positions;

- Promotes workers' present job satisfaction;
- Fosters positive attitudes of first-line supervisors toward upgrading training programs;
- Fosters positive attitudes of first-line supervisors toward the underemployed worker.

Assumptions were made that each one of these objectives or goals were indeed being met by HIT programs in the three city upgrading projects. The purpose of this study was to test the validity of these assumptions within the limited parameters of five HIT programs over a short time span.

Analytic Design and Methodology

The study gathered data in two interview phases. One interview was conducted shortly before training began and was used as a partial aid to trainee selection. The second interview was conducted a few weeks after training was completed. The interviews gathered data from the underemployed workers (both those chosen for training and those who were not) and from first-line supervisors (foremen). A third set of interviews were conducted before and after training with the managers of the organizations. These provided data of interest to the Institute, but are not considered part of the analytic design.

The underemployed workers who were interviewed before and after, but not included in the program, are those people who were closely associated on the job with the trainees and who were affected peripherally by the training program. Appendix F contains all of the complete interview schedules.

In the early stages of the three-city upgrading program, some difficulties were experienced in convincing organizations to cooperate with a government funded training project. The suggestion that organizations further cooperate with an analytic study of the program (man hours lost in interviews, etc.) presented greater impediments to the implementation of HIT. Since it was essential to begin collection of data for analysis as soon as possible and since these marketing difficulties were real, no criteria were established as to which organizations would be considered beyond that they be evenly divided to include both hospitals and industries in each city.

The six training programs from which data was eventually gathered were in the first organizations which were willing to cooperate with the analytic study. The original plan to conduct the study in one hospital and one industry, in each of the three cities was in fact accomplished; however, the sixth program (the hospital in Newark) did not finish in time to include an analysis of the post-training data in this report. A separate case study of that hospital program appears in Appendix B.

The sample population of this analytic study, then, represents only the responses of those workers and supervisors in firms and hospitals willing to cooperate with the Institute's efforts in field-oriented research. The sample is small (43 trainees, 44 non-trainee workers, and 17 supervisors) and cannot be considered as a random sample. The Institute, however, considers it a representative sample in light of the total organizations in which HIT has been implemented. (See Table 1.1)

The largest number of upgrading programs were in manufacturing firms, the second largest in hospitals. For additional details on the training programs listed on Table 1.1, see Appendix A.

TABLE 1.1

DISTRIBUTION OF TRAINING PROGRAMS CONDUCTED BY PROJECTS UP TO THE COMPLETION OF FIELD DATA COLLECTION

Industry	Industrial Training Services Newark, N. J.	Skill Upgrading Inc. Baltimore, Md.	Skill Upgrading in Cleveland Cleveland, Ohio	Total
Manufacturing	6	3	2	11
Retail and Wholesale	—	1	2	3
Health	1	5	2	8
Public Agencies	2	2	—	4
Service	3	—	2	5
TOTAL	12	11	8	31

Data Collection Instruments

The data collection instruments were designed to study the impact of the training program and to allow for the existing base of knowledge about the influence of HIT. The interviews were conducted during working hours by locally trained people at the plant sites. The interviews, averaging about one and a half hours, were held in areas especially designated to assure privacy and confidentiality.

Worker Interview Schedule

One interview schedule was used for prospective trainees and non-trainees (the comparison group) prior to HIT and was designated Worker Interview Schedule, Phase I. This schedule served as the basis for constructing the schedule for the subjects as well as the post-training interview schedules.

The abridged schedule for pre-HIT interviewing with prospective trainees and non-trainees was pretested with subjects in Newark, New Jersey; Baltimore, Maryland; and Cleveland, Ohio. The final schedule reflects this experience as well as the experience gained from a preliminary inspection of similar items used in the previous study at Skill Advancement Inc.

The major substantive areas considered in the Worker Interview Schedule, Phase I, (pre-training) were:

- Background information: age, race, sex, income, support status;
- Relations with supervisor as reflected by the respondent's attitudes toward him — whether the supervisor is viewed as competent, fair, accepting of ideas and clear in his orders;
- Relations with work peers; whether peers are viewed as supportive; emotional investment in primary relations and quality of interaction with them;
- Job aspirations and perception of job opportunities within and outside the present organization;
- Involvement with the company as it relates to use of the formal communications media; assessment of the physical work environment, and pacing of the work.
- Employment history: types of jobs held in present organization, types of jobs held in other organizations;
- Education: number of years of formal education, educational activities, and further intentions for continuing with education;
- Training: formal and informal training experiences on and off jobs, current vocational training activities, and future intentions for continuing vocational training;
- Worker's perception of importance of and interest in current job as perceived by respondent and personal interest in the job.

Trainee Interview Schedule

The Trainee Interview Schedule, Phase II, contained a range of questions parallel to those presented in the Worker Interview Schedule, Phase I. Additional questions were included to measure their reactions to and evaluation of the HIT experience. Other questions measured their reactions to perceptions of how others were affected by the program. The questions in the Non-Trainee Interview Schedule, Phase II, were essentially parallel to those in the trainee schedule with minor modifications.

Supervisor Interview Schedule

The Supervisor Interview Schedules for Phase I and Phase II were comparable to those of the trainees and non-trainees. Additional questions were included to ascertain the supervisors' perceptions of underemployed workers and the supervisors' williness to train.

Some of the major substantive areas covered in the supervisors' schedule for Phase I were:

- The supervisors' perception of workers' abilities and job potentials;
- The supervisors' perceptions of certain cost factors (productivity, absenteeism, lateness) before and after HIT;

- The organization's manpower needs;
- Policies and practices relating to upgrading opportunities for underemployed workers;
- Expectations regarding the effects of High Intensity Training on Trainees, workers, supervisors and the organization;
- Policies and practices as they relate to underemployed workers, skilled workers and supervisors;
- Training practices, _e.g._, when founded, number in labor force, product line; type of industry; seasonality of the work;
- Relationship with the union.

The Phase II supervisor interview was designed to allow for an evaluation of High Intensity Training based on earlier expectations and for an assessment of the changes brought about by the program.

A union information form was designed to obtain from appropriate representatives information regarding the union's expectations of the HIT program, training experience, contractual commitments and general relations with the organization of study. Since not all organizations had unions represented and the nature of the relationship of the unions to the organizations varied, these data will not be treated systemically but will be introduced into the analysis when they are found to be appropriate.

Trainee Selection

In each of the five organizations the management or administration assumed the major responsibility of identifying the workers who would be trained from each department in which the training was planned. In some instances the staff of the local project was allowed to participate in the selection. In almost all situations, the criteria used were seniority (both high and low) and interest as it was expressed by the workers. Union regulations were a factor in at least one instance.

The Subjects

The sample population for the study included trainees, other workers who were not trainees, the trainees' supervisors, and managers or administrators who had the authority to speak for their respective companies. In each program, a pool of workers was chosen for consideration as trainees. These people were all interviewed and the trainees were chosen from the group by criteria established by the training project in concert with the company management. A like number of workers from this pool who were not selected for training were then designated as the "comparison group" for the purposes of this study. An effort was made to establish as firm a basis for comparison as possible, *e.g.*, likenesses of sex, age, race, work experience, and education.

Prospective trainees and non-trainees were interviewed approximately two weeks prior to the start of the training programs. However, none of these subjects was aware that a training program was planned. In some organizations the prospective trainees were selected for training before the interviewing was started. They did not know, however, that they had been selected. In these organizations an approximately equal number of workers not scheduled for training were selected randomly for interviewing. In other organizations the number of workers had been decided prior to the interviewing, but the candidates for training had not been identified. In these situations, twice the number of planned trainees were interviewed from a pool of prospective candidates.

A total of 115 subjects were interviewed prior to the training programs; later it was determined that 43 of these workers were prospective trainees and 44 were non-trainees. Twenty-three of these 115 subjects were first-line foremen/ supervisors and 5 were manager/administrators. Tables 1.2 and 1.3 report the total number of interviews conducted and the departments from which the subjects were drawn.

Approximately seven to eleven weeks after the first set of interviews and approximately two to six weeks after the completion of the training program, the second wave of interviews was conducted. A total of eighty-nine (89) interviews was completed in the five organizations. There was an attrition of twenty-six subjects from the total number interviewed prior to the start of the HIT programs. The distribution of interviews conducted during the second wave is given in Table 1.4. Table 1.5 indicates the reasons for not reinterviewing these subjects.

The attrition of subjects was greatest among non-trainees. In several situations the organizations refused to allow them to be reinterviewed or did not schedule them, giving no explanation. The largest number of interviews lost was in Firm C. The acting plant manager refused to have those workers who were not selected for training reinterviewed.

TABLE 1.2

DISTRIBUTION OF INTERVIEWS CONDUCTED PRIOR TO HIT BY ORGANIZATIONS AND SUBJECTS

SUBJECTS	FIRM N	HOSP. B	FIRM B	FIRM C	HOSP. C	TOTAL
Workers	12	18	17	20	20	87
Supervisors/Foreman	1	9	3	5	5	23
Managers/Administrators	1	1	1	1	1	5
TOTAL	14	28	21	26	26	115

TABLE 1.3

DISTRIBUTION OF SUBJECTS BY INDUSTRY, ORGANIZATION AND DEPARTMENT

FIRM N		FIRM B		FIRM C		HOSP. B		HOSP. C	
Workers									
Assembly	12	Production	10	Assembly	10	Dietary	17	Housekeeping	20
		Packing	5	Shipping	5				
		Cooking	3	Sheet Metal	3				
				Spray Painting	2				
Supervisors	1		9		3		5		5
Managers	1		1		1		1		1
TOTAL	14		28		24		23		26

TABLE 1.4

DISTRIBUTION OF INTERVIEWS CONDUCTED
AFTER HIT BY ORGANIZATIONS AND SUBJECTS

SUBJECTS	FIRM N	HOSP. B	FIRM B	FIRM C	HOSP. C	TOTAL
Workers						
Trainees	6	9	6	10	10	41
Non-Trainees	4	9	6	2	5	26
Supervisors / foreman	1	7	3	5	1	17
Managers / Administrators	1	1	1	1	1	5
TOTAL	12	26	16	18	17	89

TABLE 1.5

REASONS FOR NO INTERVIEWS IN PHASE II OF TRAINEES, NON-TRAINEES AND SUPERVISORS

	FIRM N			HOSP. B			FIRM B			FIRM C			HOSP. C			
REASON	T	NT	S	T	NT	S	T	NT	S	T	NT	S	T	NT	S	TOTAL
Refused								1								1
Sick Leave	1	1					1				1			1		5
Not Available						1										1
Not Scheduled								3							4	7
Resigned						1					1					2
Laid off											2					2
Not Permitted by Company											4		1			5
TOTAL	1	1				2	1	4			8		1	1	4	23

T = Trainees
NT = Non-Trainees
S = Supervisors

He felt that reinterviewing the workers at that time would increase the present management difficulties. The firm was experiencing these difficulties because the plant manager had been forced to resign. It was learned later that these workers in Firm C were laid off. Attempts were made to interview them, but some had moved away and others failed to keep their appointments.

Demographic Characteristics of Subjects

Before an interpretation is made of the impact of HIT on trainee and non-trainee subjects, a summary of some of their background charateristics will be presented to afford the reader an opportunity to gain a general understanding of the text. This background data has been placed in two categories: one portrays total demographic data for trainees and non-trainees (Table 1.6), and the other shows demographic data for trainees and non-trainees by organization (Table 1.7).

The latter table is presented as a reference point for any later relevant discussions. For more information about the charateristics of workers in relation to their work environment, the reader is referred to Appendix C.

TABLE 1.6

BACKGROUND CHARACTERISTICS OF TRAINEES AND NON-TRAINEES (SUMMARY)

	WORKERS	
	TRAINEES (n=42)	NON-TRAINEES (n=45)
Average Age	36.2	32.4
Ethnicity		
Black	84%	76%
Spanish speaking	2	6
Other	14	18
	100%	100%
Sex		
Male	45%	47%
Female	55	53
	100%	100%
Marital Status		
Married	38%	34%
Formerly married	36	30
Never married	26	36
	100%	100%
Earning Status		
Principal wage earner	50%	47%
Shares, support, other	50	53
	100%	100%
Average Number of Years of Education	9.7	10.1
Average Number of Years of Employment in Organization	8.3	4.5
Average Gross Working Wage*	$87.60	$87.50
Average Weekly Take-Home Pay	$69.57	$75.13

* See appendix D for Summary of Training Activities in three cities, description of old and new job titles and salaries.

TABLE 1.7

*BACKGROUND CHARACTERISTICS OF TRAINEES AND NON-TRAINEES (BY ORGANIZATION)

	HOSPITALS				PRIVATE INDUSTRY				
	Hospital B Trainees (n=9)	Non-Trainees (n=9)	Hospital C Trainees (n=10)	Non-Trainees (n=10)	Firm N Trainees (n=7)	Non-Trainees (n=5)	Firm B Trainees (n=7)	Non-Trainees (n=10)	Firm C Trainees (n=10)
Average Age	37.1	34.7	48.5	37.4	36.7	35.0	34.4	33.0	24.2
Ethnicity									
Black	9	9	10	9	2	2	7	10	8
Spanish speaking					1	2			
Other				1	4	1			2
	9	9	10	10	7	5	7	10	10
Sex									
Male	3	4	10	10				4	6
Female	6	5			7	5	7	6	4
	9	9	10	10	7	5	7	10	10
Average Number of Years of Education	11.1	9.3	7.3	9.3	9.9	9.8	10.4	11.3	10.4
Marital Status									
Married	1	4	5	5	4	3	3	3	4
Formerly married	5	4	3		2	1	3	5	2
Never married	3	1	2	5	1	1	1	2	4
	9	9	10	10	7	5	7	10	10
Earning Status									
Principal wage earner	9	7	4	5	2		3	6	4
Shares, support, other		2	6	5	5	5	4	4	6
	9	9	10	10	7	5	7	10	10
Average Number of Years of Employment in Org.	9.6	8.1	5.0	1.1	7.4	5.0	7.7	8.0	**
Gross Weekly Wage	75.38	69.80	77.75	76.60	88.35	87.07	111.00	116.70	94.20
Average Weekly Take-Home Pay	63.13	57.90	64.20	62.80	63.29	69.80	75.29	97.50	80.50
Average No. of Dependents	2	3	3	4	3	3	3	3	4

* See Appendix E for "t" test and chi-square ** 8.7 weeks

Statistical Design

Statistical analyses were undertaken for the interview data for trainees and non-trainees. Such analyses were not possible, however, for an examination of the interview data for supervisors and managers because the number of subjects was too small. Comparisons are made, however, based on raw frequencies and percentages. Four separate procedures were used to analyze the interview data for trainees and non-trainees: (1) inspectional analysis of the items in order to determine distribution patterns and to determine which of the items could be used for analysis of change; (2) factor analysis of items in order to reduce the quality of data in a meaningful way; (3) an item correlation to further examine the matrix; and (4) a series of "t" tests performed to discern the significance of changes.

Because the interviewees were not selected by random procedures, because the various samples were necessarily limited in size, and because of varying sample sizes as a result of data collection inconsistencies, it was decided that the statistical analyses would be kept simple and that frequency tables would be used as a major tool for analysis.

Seventy items were identified as being likely to show change before and after HIT. (See Appendix G, Table 10.) These items were factor-analyzed with two purposes in mind: (a) to reduce the quantity of data in a substantively meaningful way, and (b) to explore the relationships of the items. The first purpose was not successfully fulfilled inasmuch as the factors which emerged were not immediately related to the objectives of the program. They perhaps specify aspects related to other underlying dimensions of HIT. (For a detailed discussion of the factor analytic procedures, see Appendix H.) Items within each factor with the highest loadings were used as guides for further examination of the matrix of item intercorrelations of the 70 items.

It was found that the items which were designed to measure specific aspects of HIT were highly intercorrelated. These have been used for analyzing specific aspects of the program for more stable measurements.

The "t" tests, which are in tables and time periods in Appendix E, have been used as guides.

From these statistical analyses of the data, certain implications lend themselves to a review of the assumptions made about HIT. Are the objectives of the program in fact being realized? The other chapters of this volume will discuss these findings in detail.

CHAPTER II

THE IMPACT OF HIGH INTENSITY TRAINING ON THE WORKERS

Introduction

The underemployed workers who participated in the two phases of interviews included both trainees and non-trainees. This chapter will examine the short-term effects of HIT by making comparisons between the responses of these groups to the questioning before and after the training program. The following assumptions were made about the changes in the workers caused by HIT:

- The promotion of workers' present job satisfaction;
- The development of the underemployed worker's human relations and communication skills;
- The increase in awareness of workers' and employers' responsibilities;
- The motivation of workers to aspire to better jobs — more skilled and/or supervisory positions;
- The promotion of self-esteem and confidence.

Workers Present Job Satisfaction

Perceived Job Importance

An assumption made by HIT is that the training will have a positive effect on the trainees' perception of the importance of the present job assignment.

Table 2.1 presents data on several aspects of this point. There is a serious question regarding the response of workers prior to upgrading. The interviews question whether the workers had given any thought to their present job importance. The question is one to which a negative response may be construed as a threat to job security, since management might eliminate jobs which were not important.

HIT has had a significant effect, apparently negative, on the workers' perceived importance of their present jobs. It is difficult to evaluate why trainees and some non-trainees perceive their new jobs as less important after HIT. It is possible that HIT provided the respondents with a more realistic appraisal of their existing job. This may have caused some general dissatisfaction when they then compared the new job with other jobs in the organization.

TABLE 2.1

WORKERS' PERCEPTIONS OF THEIR JOB'S IMPORTANCE

	Before HIT		After HIT	
	%	n	%	n
Job Perceived as Very Important to the Organization				
Trainees	64	41	33	39
Non-trainees	60	44	52	27
Supervisors' Attitude toward the Importance of Workers' Job to the Organization				
Response stated as very Important				
Trainees	64	43	75	39
Non-trainees	60	44	65	26
Peer Attitude Toward the Importance of Workers' Job to the Organization				
Response stated as very Important				
Trainees	43	43	51	41
Non-trainees	31	41	37	27

Since the respondents indicate later in the interviews that they tend not to search for alternative courses of action, such as other jobs inside or outside of the organization, the workers may have developed an unrealistic perception of the relative importance of their present jobs.

Perhaps when a worker spends a long time in the same job, he must rationalize the importance of his job. This defense mechanism may create a false perception of the job and HIT seems to have created a state of cognitive dissonance;* it helps workers to become more realistic about their present occupation. In theory, the following patterns of behavior could now take place:

- HIT served as a catalytic or change agent placing pressure on the trainee to continue the self-development process;**
- Dissatisification may lead to hostility, which may have a negative effect on the employee in the work situation;
- Dissatisfaction could cause the employee to search for additional job opportunities within or outside the organization.***

Table 2.1 also presents the workers' perception of how supervisors and peers see the importance of their jobs, both new and old. HIT seems to have enchanced this perception and in general, the trainees thought that both these groups saw them as having more important jobs after HIT.

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* For further insight in to this complex subject, see Festinger's "Cognitive Dissonance as a Motivating State"

** Several programs have seen trainees apply and start GED programs and other educational and training pursuits.

*** Employers are made aware of the fact that they would lose members of their work force after training if they do not continue to follow through with a well-planned manpower program.

In most HIT programs, there tends to be a high rate of interaction between the trainees and non-trainees. Non-trainees are usually curious and ask many questions of the new "students." The trainees assume the role of authorities on the training program and this has the effect of increasing their sense of job importance.

General Aspects of Job Satisfaction

How much does the job interest the workers? Is the work pacing acceptable? Is the pay adequate? Is the supervisor competent? Would the workers miss their present job if they were transferred?

Table 2.2 shows the impact HIT had in these areas of job satisfaction. The trainees' perception of these job aspects was affected positively by the training in all cases except that of their supervisor's competency, which remained at a high level of acceptance. The area of least improvement in satisfaction was in the pacing of work.

However, few workers complained about the speed at which they were expected to perform their duties. Most agreed that the work pacing was equitable, with no indication that this attitude underwent change over the observed time period. Blauner generalizes on the basis of evidence that the greater the degree of control that a worker has, the greater his job satisfaction.[13]

TABLE 2.2

JOB SATISFACTION INDICES

	Before HIT		After HIT	
	%	n	%	n
Workers' Job Very Interesting				
Trainees	55	43	71	42
Non-trainees	49	44	37	27
Work Pacing is Adequate				
Trainees	69	41	72	42
Non-Trainees	63	45	66	27
Pay is Adequate or Better than Adequate				
Trainees	43	43	67	41
Non-trainees	44	44	44	27
Workers who State their Supervisor is very Competent				
Trainees	88	45	88	41
Non-trainees	83	41	74	27
Who If Transferred Would Miss Present Job				
Trainees	39	42	52	41
Non-trainees	58	44	37	27

The trainee group showed a definite increase in job interest after the completion of the program. Parenthetically, the study showed that females especially found their jobs very interesting, while many more males were bored or somewhat uncertain, or possibly unconcerned, about the interest factor of a person's employment.

This increase in interest can be attributed to the respondents having been upgraded into more interesting jobs. Also, the HIT program itself stimulated job interest by inducing greater worker involvement in the organization. The program helped to remove the barriers of provincialism that inevitably surround unskilled job positions. It would seem that this combination of upgrading and High Intensity Training gives the workers an added increment of job morale and company identification which they have never before experienced.

One of the built-in features of HIT was a promised pay raise. When this promise was fulfilled, the trainees expressed greater satisfaction with their wages after training. Other workers continued to remain critical of the amount of pay for the work they performed. For many of them, a good day's work did not result in a good day's pay.

HIT was designed to make an impact on the trainees' attitudes toward supervisory and management personnel. One consequence intended by the program is that all levels of management and the work force become involved in it. This is accomplished _directly_ by including certain company personnel in various phases of the program operation, and it is accomplished _indirectly_ through the diffusion of the influences of the program to non-participating personnel.

Table 2.2 shows that while the trainees' attitude toward their supervisor's competency may have been a factor in the selection process (trainees have a consistently positive perception) the HIT program does not alter that expressed attitude.

The non-trainees on the other hand, do see their supervisor as less competent after the HIT training program. This might be because they were not chosen for training and therefore may be placing the blame on their supervisor. There is no indication that trainees' perception of their supervisors' skills is either increased or decreased by training.

The idea of missing the present job if the worker were transferred does not seem to be especially important to the trainees before HIT. The post-training idea of job mobility, while showing greater present job satisfaction (new job), still is an interesting idea to nearly half (48%) of the trainees. They have moved in their job as a result of HIT, and feel capable of moving again. The non-trainees, however, become less interested in their present job after HIT. While they have not participated directly, they have seen the upward mobility of their peers and have perhaps raised their own levels of aspiration. Consequently, they would miss their present jobs less if transferred.

The women employees in this study are the most satisfied with their work and report more often than the men that they would miss the present job if transferred to another department. The males, on the other hand, show greater inclination for another job in a different location. The sex differences may be related to type of job or perhaps to higher aspirations for job mobility among men. March and

Simon postulate that the perceived availability of outside alternatives is a function of the sex of the participant. Male workers perceive movement to be easier than do female workers.[77] Future upgrading programs might do well to focus special attention upon these more discontented male workers.

Part of the assumption of job satisfaction for the underemployed worker must concern itself with supervisors' attitudes toward racial differences. Some questions in the interview were designed to determine the perception of Black, Puerto Rican and white workers toward the predominant attitude supervisors have toward them. The underemployed workers in the five organizations studied seem to perceive their supervisors as not being racially biased either before HIT or after. (See Table 2.3). HIT has a slightly positive affect upon these perceptions of both the trainees and non-trainees. This may be a result of the policy to involve first-line supervisors in the training by including their ideas in trainee selection, using them as skill consultants, and consulting with them about evaluation of the training.

There appears to be a conflict between attitude and behavior. On one hand, attitudinal perceptions seem to indicate that race makes no difference in the work environment and yet the data show that a predominantly Black worker group working for predominantly white supervisors have remained in the same low-paying jobs for relatively long periods of time.

TABLE 2.3

WORKERS PERCEPTION OF RACIAL BARRIERS

	Before HIT		After HIT	
	%	n	%	n
Perception that Race does not make a Difference to Supervisor				
Trainees	84	43	90	41
Non-trainees	79	42	85	27
Perception of Supervisors Treating all Workers Alike				
Trainees	75	40	81	41
Non-trainees	62	42	74	27

Human Relations and Communication Skills

Another assumption about HIT is that it tends to improve the trainees' human relations and communication skills. One indication of this improvement is the changing relationship of the trainees with their peers. Several questions in the interview schedules were designed to elicit answers that would reflect this change. An examination of Table 2.4

shows that while some changes appear modest, they are all positive and that HIT has helped foster better human relations and communication skills within the peer group. It seems interesting that in the last four areas, the non-trainees expressed more negative feelings after HIT. This may be due to the esprit de corps generated among any HIT training group, causing the non-trainee worker to feel more cut-off from his fellows who have been trained. The reduction in sample size of post-HIT non-trainees should also be considered.

TABLE 2.4

WORKERS' PERCEPTION OF PEER RELATIONSHIPS

Question	Respondent	Before HIT %	Before HIT n	After HIT %	After HIT n
Other workers talk to me about community events	Trainees	79	43	76	41
	Non-trainees	87	43	90	27
Other workers ask my advice about personal things	Trainees	57	41	70	42
	Non-trainees	80	45	69	27
Other workers ask my advice about work activities	Trainees	61	41	80	42
	Non-trainees	80	45	69	27
My co-workers care for me as a person	Trainees	71	43	76	41
	Non-Trainees	69	44	55	27
My co-workers will give me help on the job	Trainees	76	43	85	41
	Non-trainees	66	44	45	27
If I were transferred, I would miss my co-workers	Trainees	77	43	86	41
	Non-Trainees	78	44	80	27

We know from previous studies [88] that two systems of communication co-exist in organizations. The first involves the formal system of communication which is an attempt to rationalize and make predictable work task behavior, while the second is an informal system which has its origins among the workers and can operate in various ways to strengthen or weaken the ties between the worker and management. Friendships on the job (an aspect of the informal system) are an important ingredient in the work situation. Production, morale, personnel turnover, company loyalty and other factors, to sometimes a large degree, depend upon the nature of the network of peer relationships that has become established in a work force.

Certainly change within any organizational system is not possible without creating conflict. Here we must be even more aware that we are developing an agressive group of trainees who soon see themselves as having more confidence and as having more in common with their trainee peers. The non-trainees are very much aware of this and seem to react differently towards their co-workers' jealousy. A formal split between trainees and non-trainees could eventually lead to problems in the organization. Seashore has shown that work groups with high peer-group loyalty have more favorable attitudes toward supervision, the company and production than do groups with low peer-group loyalty.[98]

TABLE 2.5

RACE AND PEER RELATIONSHIPS

	Before HIT		After HIT	
	%	n	%	n
Workers' Statements that Race Determines a Person's Friends in the Work Setting				
Trainees	17	43	29	41
Non-Trainees	15	43	15	27

One area of human relations that seemed to be somewhat negatively affected by HIT is that of racial determination of workers' friends. Within the work ennvironment of these five organizations the majority of workers before and after HIT did not agree that race decided the friendship patterns they would follow while at work. (See Table 2.5.) Friendships are chosen on a basis other than race with the underemployed worker in this study.

A noticeable minority of workers did agree that peer relationships were formed along the lines of race, and this proportion increased significantly after the completion of training. Several interpretations of the formation of friendships along racial lines after HIT can be made:

- Trainees are mostly Black, and having been chosen for the upgrading program, they could have invited the envy of some non-Black employees. This could cause a strain in what otherwise might previously have been a stable relationship.

- The course content of HIT programs emphasizes Black history and an attempt is made to reinforce self-esteem. Perhaps this has created a sensitivity or an increased awareness of the race problem.

- Trainees do go on to new work settings in the organization and this increased racial consciousness could be no more than the process of adjustment of new work norms and new work peers.

It is clear that we need other information in order to more effectively delimit the probable interpretations of this finding. The data that will be collected in the next phase of the Institute's activities can be used for this purpose.

Again, within the framework of this sample population, the underemployed workers have a positive attitude, with few exceptions, towards their boss. They see him as having the ability to communicate work goals effectively, accept innovations, and lend a sympathetic ear to a worker with problems. HIT seems to have had only a limited effect upon the human relations and communications skills necessary for good worker-supervision relationship. (See Table 2.6).

TABLE 2.6

WORKERS' RELATIONSHIPS WITH SUPERVISORS

	Before HIT		After HIT	
	%	n	%	n
Workers' Perception of Supervisor Accepting Ideas for Improvement				
Trainees	75	40	81	41
Non-Trainees	73	41	70	26
Workers' Perception of Supervisor's Directives Being Clear and Consistent				
Trainees	88	43	88	41
Non-Trainees	89	44	92	27

We should refrain from making too hasty a judgement here, however. While the worker may sincerely feel this way, he certainly has never had the opportunity for upward mobility, and from a behavioral standpoint, has remained passive in his present position. Eight years is a long time to remain in one position, and an underemployed worker who is also a minority group member may be relying on a continuing passive attitude in order to achieve a good working relationship with his supervisor. This would also indicate an area for further study in future Institute field-oriented research.

Increase in Awareness of Workers' and Employers' Responsibilities

An assumption about HIT is that it tends to give the trainees a clearer perspective of their responsibilities to their jobs, and at the same time, help them to understand some of their employers' problems. (The premise underlying this assumption is that the worker who is involved in and aware of the day-to-day activities and environment of his job is of greater value than one whose passive unconcern indicates an unproductive apathy toward doing his job well.)

One area of worker concern investigated by the interview schedules showed an awareness of the work environment. Table 2.7 indicates that post-HIT interviews provoked a higher percentage of negative responses toward environmental factors than those expressed before training.

TABLE 2.7

WORKERS' AWARENESS OF WORK ENVIRONMENT

Question	Respondent	Before HIT		After HIT	
		%		%	n
Sufficient accident safeguards	Trainees	78	42	74	41
	Non-trainees	61	43	54	27
Work area is clean	Trainees	73	43	66	41
	Non-trainees	55	44	55	27
Lighting is adequate	Trainees	93	43	88	41
	Non-trainees	65	44	82	27

It seems possible that increased awareness, as well as an increased sense of ability to cause change (the new job), had enabled the workers to look at their work environment more objectively. The non-trainees who were exposed to the same interviews seemed to remain more apathetic toward work environment and employers' responsibilities. All of these items related in various ways to the kind and degree of involvement that the worker has in the structuring of his work environment.

The training program helped to stimulate greater worker interest in company activities beyond job routines. This increased involvement is indicated by greater recognition of company newspapers and bulletin notices, coupled with a sense that it is a legitimate prerogative of the worker to engage in discussions about improvements in his job. See Table 2.8.

TABLE 2.8

WORKERS WHO READ COMPANY NEWSPAPER AND INITIATE DISCUSSION INVOLVING IMPROVEMENTS

Question	Respondent	Before HIT		After HIT	
		%	n	%	n
Company newspaper is read	Trainees Non-trainees	51 44	43 44	59 59	41 27
Initiated discussions involving improvement	Trainees Non-trainees	31 43	43 44	51 19	41 27

An analysis of the data shows that white men take the greatest role in not only thinking about improvements but in actually attempting to get action by mentioning their ideas to the company — usually their supervisors. Many Black workers and women workers, on the other hand, although certainly not without complaint or optimism that things could be improved, were more likely to be reticent. They entertained thoughts about company conditions, but rarely felt that effective implementation was possible. This can be interpreted that they seem to believe they would be pre-empting the traditional prerogative of management to make policy decisions. The training program may have implanted some ideas of the workers' ability to produce change, but in a highly selected fashion.

Motivation of Workers to Aspire to Better Jobs

Two series of questions were asked to elicit information about the validity of this assumption: the first is related to job aspirations within the organization, and the second to job aspirations which apply to other organizations. Each will be discussed in turn.

A. Inside the Organization

Before the HIT program commenced most of the workers felt that there were other jobs in the organization that they could fill with little difficulty. They saw their chances of actual future promotion as quite good, especially the female workers. These jobs to which they aspired, and felt they could or would get, were not far removed from their present skills. In other words, job aspiration meant for them a position which was not significantly different form their present job. After the training program an increase was noted in the worker's confidence that he could achieve job mobility. It seems that a more positive conception of the job opportunity structure available to the worker within the organization can be attributed to the training program. (See Table 2.9.)

TABLE 2.9

WORKERS' CONFIDENCE IN ABILITY TO CHANGE JOBS WITHIN THE ORGANIZATION

Question	Respondent	Before HIT		After HIT	
		%	n	%	n
There is another job I could get in the organization	Trainees	67	43	100	41
	Non-trainees	68	44	71	27

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One provocative finding that bolsters the above interpretation is the change in the workers' notions about the appropriate avenues to promotion within the company. Specifically, the workers, before HIT was introduced, saw promotion occuring primarily as a result of certain company policies (such as seniority) or other qualifications that stood beyond the workers' ability to control or manipulate. After HIT, the ability to do the job and job experience, in some instances, took the place of company policy as the avenue for advancement. The training program has introduced to some trainees (and non-trainees) a new opportunity structure that heretofore was unknown or untrusted.

It is not farfetched to conclude that some of the fatalism and cynicism (much of it legitimate) that unskilled, minority workers have toward the "power structure" was reduced significantly during the training. This reduction could engender more desire in the individual worker not to wait placidly for job mobility opportunities to overtake him, but instead either pursue those available to him or create his own. This generalization seems as true for the non-trainees as it is for the trainees. HIT's impact with this assumption can be said to be one of degree in these two areas of advancement.

TABLE 2.10

WORKERS' PERCEPTION OF OTHER JOBS WITHIN THE ORGANIZATION

Question	Respondent	Before HIT		After HIT	
		%	n	%	n
My chances are good for getting another job in the organization	Trainees Non-Trainees	60 45	42 43	70 65	41 25
My chances are good because of my actual experience	Trainees Non-trainees	14 9	42 43	30 26	41 27

B. Outside the Organization

This study indicates that the worker appears to identify with his place of employment. We need not interpret this as a manifestation of company loyalty fostered through successful management policy. This identification may result from the workers' knowledge that few job opportunities — better or similar to the one he now has — await him in the outside world. He is unskilled; there is insufficient demand for his labor; and he belongs to an occupational stratum that experiences the highest constant rate of unemployment.

Such realities are strong motivations to stay put, and one would not expect a single, short-lived training program to modify these attitudes in any substantial way. And there is no evidence that it has. The majority of workers continued to report that there are no jobs outside the company which they could secure.

TABLE 2.11

WORKERS' PERCEPTION OF AVAILABLE JOBS
OUTSIDE THE ORGANIZATION

		Before HIT		After HIT	
		%	n	%	n
There is no other job I could get outside the organization	Trainees	70	41	70	42
	Non-Trainees	60	45	60	27

Even of those who said that such opportunities existed, only about 50 percent actively sought them out. They obviously did not succeed because they are still with the company. For better or for worse, the underemployed worker's destiny seems to be allied with the company for which he is now working. As long as he does not have the skill in demand by the economy, he finds it difficult, despite the desire and ambition, to climb up on the ladder that leads to the better paying, more permanent job.

Not all workers feel equally blocked nor are they similar in their desires to compete for the better job. Table 2.12 indicates the average job level, histories of the trainees and non-trainees. The lower the code number the "better" the job.

TABLE 2.12

AVERAGE JOB LEVEL HISTORY

	Trainees	Non-trainees
Post-HIT job	27.90	----
Pre-HIT job	29.64	30.58
Previous job	29.77	30.45
Prior to previous job	30.96	30.11

HIT does accomplish a greater degree of upward mobility for the trainees than they have experienced before. But this mobility is within the company. Desire and opportunity for job mobility are intertwined; each affects the other. What our data may reveal to us is that where opportunities are non-existent or not perceived, desire for job mobility cannot be sustained. And, in turn, the generation of opportunities on different levels can produce desire to seek out that job opportunity which best meets the job goals of the worker. Again, March and Simon hypothesize that perceived ease of individual movement depends upon the availability of jobs for which he is qualified in organizations that are visible to him.[77]

The Promotion of Self-Esteem and Confidence

While this assumption about HIT — that it changes the underemployed workers' estimation of their own worth and

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abilities — seems general, there are many inferences that can be drawn from the data to support it. The reader is referred to the trainees' consistently more positive responses to the post-training interview schedules. These responses may seem negative numerically; e.g., Table 2.1 shows a decrease in the belief that the trainees' jobs are important. However, this decrease represents an attainment of awareness and objectivity. These are indications of individual strength and are sound foundations for job growth. The same table shows a more positive perception of others attitudes toward their new jobs.

Table 2.3 shows trainees attitude toward racial differences expressed more positively after HIT. An understanding of the Black workers' potential job contribution (again, most trainees in the sample were Black) by that worker himself can be construed as a new sense of self worth.

Tables 2.9, 2.10, and 2.11 evidence a post-training sense of confidence in the job market, both inside and outside the present organization. This can be an indication that the trainees are able to generalize from their HIT experiences: they are capable of being trained; training leads to advancement; new opportunities are open to them.

Further evidence of the trainees' realistic outlook on their future is shown in Tables 2.13 and 2.14. It seems interesting to note from these tables that while none of the workers have completed high school, the trainees are even less interested in returning for this formal education after HIT. However, again realistically, they more than double their interest in trade school. HIT has shown them where they can succeed – in work oriented tasks that seem unrelated to traditional forms of classroom activities.

TABLE 2.13

MEAN YEARS OF FORMAL EDUCATION

	Males	Females
Trainees	9.1	10.2
Non-Trainees	10.3	10.0

TABLE 2.14

WORKERS' ATTITUDE TOWARD EDUCATION

		Before HIT		After HIT	
Question	Respondent	%	n	%	n
Thinking about entering trade school	Trainees	21	43	48	41
	Non-trainees	28	44	47	27
Thinking about finishing high school	Trainees	32	43	19	41
	Non-trainees	47	44	12	27
I am now attending, applying for, or inquiring about further schooling	Trainees	20	43	27	41
	Non-trainees	28	48	40	27

Actual attendance at an educational institution or in a skill training program (e.g., a trade or vocational school) did not increase over the study time period which was really too short to observe radical change. More time will help determine the far-reaching impact that HIT may have made on the educational attitudes of these individuals. If it is found that the impact has been insignificant, then this aspect of HIT should undergo serious reassessment. Because in many respects, if the worker does not have an active motivation for self-improvement, the success of any upgrading program will be at best partial and temporary.

CHAPTER III

THE IMPACT OF HIT ON SUPERVISOR - WORKER RELATIONS

The first-line supervisor or foreman is the individual responsible for overseeing the day-to-day activities of the underemployed workers. He has a great deal of control over the kinds of jobs, the hours of work, and the chances for advancement that are available to the workers. The first-line supervisor's perceptions of his workers and his attitude toward a formal training program for them are extremely important variables in the success of a HIT program. Without the supervisor's endorsement of HIT, the program is blocked. Not only can he influence the workers directly, he is usually also the principal communications link to middle, and thus to top, management. These people depend on the supervisor's word for what takes place on the production line. Likert indicates that supervision and general style of leadership throughout the organization are usually much more important in influencing results than such general factors as attitudes toward the company and interest in the job itself.[74]

Recognizing the crucial relationship of the supervisor to any training program, assumptions were made about the impact of HIT's tendency toward the following:

- Fosters positive attitudes of first-line supervisors toward the underemployed.
- Fosters positive attitudes of first-line supervisors toward upgrading training programs.

HIT Fosters Positive Attitudes Toward Underemployed Workers

The overall assumption that supervisors have negative perceptions of the underemployed workers that can be changed by exposure to HIT has been tested with the following general statements:

- Supervisors do not perceive the job potential of their workers.
- Supervisors do not perceive their workers' interest in being trained for better jobs.
- Supervisors believe that upgrading requires more technical skill than it does in fact.

Before an analysis of the influence of HIT is undertaken, an examination of the supervisors' background will be presented as a comparison to that of their subordinates. Table 3.1 shows this data.

Several obvious differences appear on this table. Supervisors are older, make more money, are better educated and have worked for the organization longer than the workers have. Supervisors are also more likely to have stable home lives and to be white males, while the workers are more likely to be unmarried and Black males and females. It becomes evident that supervisors and workers have more divergences of life styles than mere status on the job.

Trainee Selection

The attitudes and behavior of supervisors is crucial in the selection of trainees. The extent of the supervisors' involvement in this step of HIT varies according to organizations, but when possible, the HIT trainer works with them to choose the workers to be trained. An important element of the interview, then, was to gather information about trainee selection (See Table 3.2.)

An expressed goal of the program is to increase the awareness of supervisors of workers' potential. Before HIT, supervisors give little recognition to the possibilities of

TABLE 3.1

COMPARISON OF SUPERVISORS' AND WORKERS' BACKGROUND CHARACTERISTICS

	Supervisors (n-17)	Trainees & Non-Trainees (n-87)
Average Age	48	34
Average Number of Years of Education	12.6	9.9
Average Weekly Take-Home Pay	$121.00	$72.35
Average Number of Dependents	3	3
Average Number of Years of Employment in Organization	8.7	6.3
Marital Status:		
Married	75%	42%
Formerly Married	6%	24%
Never Married	19%	34%
	100%	100%
Sex:		
Male	69%	46%
Female	31%	54%
	100%	100%
Race:		
White	76%	16%
Black	24%	84%
	100%	100%

upgrading the underemployed workers to fill manpower shortages. Trainee selection, then, provides supervisors with a means to form a new perspective of their work force.

TABLE 3.2

SELECTION OF TRAINEES AS A SUCCESS FACTOR OF PROGRAM

Response	Supervisors	
	%	n
Yes	82	14
No	12	2
No Response	6	1
Total	100	17

Prior to the training program, the supervisors of the trainees and non-trainees were asked to estimate how many of their underemployed workers could be trained for higher skills. The supervisors in Firm B were unusual in that they regarded their subordinates as having the potential for higher-skilled positions. In the other organizations the supervisors felt that only 35% of their underemployed subordinates had such potential. It should be noted that a greater percentage of workers than supervisors perceive that workers have potential.

Supervisors' Perception of Workers' Interest

Supervisors' perception that their workers have no interest in training was also tested by Phase I and Phase II interviews. The HIT concept has always strongly suggested that training be done primarily on company time, and that if it must be done after hours, then the prevailing wage rates (usually time and a half) be paid. Companies, and especially the first-line supervisors, would rather train after hours to prevent interference with production activities. Supervisors tend to feel that the underemployed worker has almost no interest in training after work. The data indicated in Table 3.3 shows that HIT does not in fact make a positive alteration in the supervisors' perception in this area.

TABLE 3.3

SUPERVISORS' PERCEPTION OF WORKERS' INTEREST TO TRAIN AFTER WORKING HOURS WITHOUT PAY

Response	Before HIT		After HIT	
	%	n	%	n
Very Interested	12	2	-	-
Interested	24	4	24	4
Slightly Interested	30	5	30	5
Not Interested	30	5	42	7
No Response	4	1	4	1
Total	100	17	100	17

HIT seems to reinforce rather than alter supervisors' belief that workers will not use their own time for training purposes. While supervisors point up the lack of workers' initative toward training and upgrading, they usually agree that workers should be paid while training on company time. Perhaps this is merely evidence of the supervisors' sense of what is fair between the organization and the worker, whatever that worker's status.

Supervisors' Perception of Peer Relations

A very important aspect of training for skill upgrading is the relationship of the worker to his peer group. Fifty-three percent of the supervisors perceive their workers as interested in training if they had to leave their peer group. (See Table 3.4.)

TABLE 3.4

SUPERVISORS' PERCEPTION OF WORKERS' INTEREST IN TRAINING IF WORKER HAD TO LEAVE PEER GROUP

Responses	Supervisors	
	%	n
Very Interested	-	-
Interested	53	9
Slightly Interested	35	6
Not Interested	6	1
No Response	6	1
Total	100	17

This median figure may show that supervisors are aware of the importance of peer relationships to the worker. Since none of the supervisors indicated that their workers would be "very interested" in advancement under these conditions, an inference can be made about the supervisors' willingness to admit to his workers' job-oriented aggression. (See Chapter I, p. 5.)

TABLE 3.5

SUPERVISORS' PERCEPTION OF WORKERS' INTEREST IF THEY HAD TO BOSS PEOPLE THEY PRESENTLY WORK WITH

Response	Before HIT		After HIT	
	%	n	%	n
Very Interested	12	2	6	1
Interested	35	6	41	7
Slightly Interested	35	6	23	4
Not Interested	12	2	18	3
No Response	6	1	12	2
Total	100	17	100	17

Analysis of Table 3.5 indicates that there is little significant difference between pre- and post-HIT responses. As perceived by the supervisor, then, the HIT model is dysfunctional in changing the behavior of the workers to assume supervisory responsibilities. Although supervisory training is not a direct goal of HIT, it may be a necessary step before the worker can go beyond the job he is being trained for.

The insignificance of the change generated, as shown by the before HIT and after HIT responses, may also reflect bias on the part of the supervisor. He may have viewed the question of trainee advancement to supervisory ranks as a threat to his own position.

One of the goals of HIT is to give the supervisor a more realistic look at what is required of the worker to perform the job. Tables 3.6 and 3.7 point out that before HIT, supervisors did not feel that the underemployed worker had to read and write English in order to perform his job effectively.

TABLE 3.6

THE NEED TO READ ENGLISH IN ORDER TO PERFORM THE JOB

Response	Before HIT		After HIT	
	%	n	%	n
Very Well	24	4	53	9
Well	47	8	47	8
Fair to Not Necessary	24	4	--	--
No Response	5	1	--	--
Total	100	17	100	17

TABLE 3.7

THE NEED TO WRITE ENGLISH IN ORDER TO PERFORM THE JOB

Response	Before HIT		After HIT	
	%	n	%	n
Very Well	18	3	30	5
Well	53	9	59	10
Fair to Not Necessary	6	1	--	--
No Response	23	4	11	2
Total	100	17	100	17

The data shows that supervisors shift their thinking regarding the reading and writing of English as a prerequisite to do the job. This may be an indication of supervisors' altered perception of their subordinates' abilities and needs as a result of HIT. They have seen the workers advance to new skills and can see now other areas of potential improvement.

It is the Institute's general impression that it will become more important for basic education to be offered to the worker when it is required. Certainly within this culture it is needed in order to perform effectively. Peter Drucker has stated that it may soon be necessary to offer completed General Equivalency Diploma and college courses for the underemployed on company time. This move could bring these workers to higher levels of awareness and technical skill.*

The major conclusion that can be drawn about the assumption that HIT fosters positive attitudes of first-line supervisors toward their underemployed workers is that much more work needs to be done in this area. HIT is successful as far as it goes - involving supervisory people where possible in the program. But the differences as exhibited on Table 3.1 need more attention, and the means of overcoming them need further development.

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* Discussion with Peter Drucker at Skill Achievement Institute on June 23, 1969.

HIT Fosters Positive Attitudes Toward Upgrading Training Programs

The problem of supervisors' negative attitudes toward training programs in general has been expressed in the following statements:

- Supervisors believe that skill training is more important than human relations training in any training program.
- Supervisors do not perceive a need for supervisory training within the organization.
- Supervisors do not believe that training for upgrading will have an effect on certain cost factors; e.g., productivity, absenteeism, lateness.

All of these are antithetical to the assumption made about the ability of HIT to produce positive change in this area. Therefore, an examination of the results in light of these postulates seems valuable.

Supervisors' Perception of Skill Requirements

One statement — that supervisors tend to believe that greater skills are required for upgrading than in fact is true — was borne out by the data. In fact, supervisors' estimates of the technical skill needed for the low-skill job was altered as a result of HIT. (See Table 3.8.) This is an important finding since the HIT methodology is based on the concept that most low-skilled employees possess the expertise needed to perform an upgraded job. Chapter Two included the fact that workers also feel that they have the necessary technical requirements to perform other jobs requiring more skill in the organization.

TABLE 3.8

SUPERVISORS PERCEPTION OF SKILL NEEDED FOR JOB

Response	Before HIT		After HIT	
	%	n	%	n
A Great Deal	65	11	41	7
A Moderate Amount	30	5	59	10
A Slight Amount	5	1	-	--
Hardly Any	-	-	-	-
None	-	-	-	-
Total	100	17	100	17

Taking the evidence of Table 3.9, we find that first-line supervisors do place emphasis on the skill aspects when they are questioned about what type of training program they are most interested in. The study anticipated a shift of the supervisors' attitudes away from an interest in only technical training and toward a recognition of other skills —

effective communication, planning, and human relation aspects. However, the data does not show a significant shift.

TABLE 3.9

GENERAL TYPE OF TRAINING PROGRAM OF MOST INTEREST TO SUPERVISORS

Response	Before HIT		After HIT	
	%	n	%	n
Leadership	-	-	18	3
Skill	94	16	70	12
Both of Above	-	-	-	-
No Response	6	1	12	2
Total	100	17	100	17

The data does reflect how the involvement of the first-line foreman in the HIT training sessions shows him that technical skill is not the only essential ingredient for job performance. Human relations and communications skills also affect productivity. Results pointed out in Table 3.6 (p. 61) give us an indication that by co-opting the foreman we are hopefully giving him a much more realistic perception of job requirements in his organization. This data has a direct bearing on the assumption that supervisors do not perceive human relations training as an important part of any training program.

After the training programs had been given, the supervisors were asked if they recognized supervisory potential among their workers. As Table 3.10 indicates, 83% of them felt that their underemployed workers could be trained for such positions.

However, when these same supervisors were asked if their organizations could use a supervisory development program, 24% said "No" and 41% refused to answer the questions. Most of those who refused to respond were from Hospital B where there has existed serious supervisory problems. Further, it should be recalled that the program there was supervisory in nature.

TABLE 3.10

PERCEPTION OF MANPOWER SUPERVISORY NEEDS AND ABILITIES

	Supervisors	
	%	n
Workers Could be Trained to become Foremen		
Response		
Yes	83	14
No	17	3
Total	100	17
Does Organization Need Supervisory Program		
Response		
Yes	35	6
No	24	4
No Response	41	7
Total	100	17

These responses of the supervisors (Table 3.10) are not consistent with the organizations' supervisory needs as expressed by the managers of these organizations. The managers recognized an acute need for supervisors and expressed the difficulties they have experienced in recruiting them. It would seem, then, that while recognizing the potential of their underemployed workers, they were perhaps threatened by any hint of a HIT supervisory program. The assumption regarding the need for supervisory training is thus substantiated. According to the data from the sample, HIT had no effect on this perception held by supervisors.

It would appear that even if the supervisors were to perceive foreman potential among their workers, opportunities do not exist for these workers within their organizations. Again this may be a reflection of the supervisors' personal attitudes rather than the existing situation. Note should be made that seven of the supervisors refused to respond to the question rather than articulate possible negative views.

HIT is designed to be a catalytic agent; it should reveal latent opportunities existing in organizations for the workers. It is possible that these findings will need further study and also that HIT needs further development the area of changing supervisors' perceptions of training for supervisory positions.

Training and Cost Factors

Another of the negative statements about supervisors is that they do not perceive training as having a positive effect on cost factors. Training and upgrading in a plant should have effects on such factors as productivity, waste, absenteeism and turnover. The interview elicited from the supervisors their estimates of what effect HIT, or any training, would have on these cost factors. Table 3.11 shows how these estimates and perceptions were, in fact, changed.

Table 3.11 shows that the effects of HIT on productivity are less, in fact, than estimated. The supervisors' anticipation of decreases in absenteeism and lateness is somewhat higher than the perceived effects of the program on these factors. But the estimate of decrease and the actual perceived decrease are significantly close.

This analysis of cost factors is, of course, subject to the limits of the sample. The high levels of aspiration prior to HIT for these cost factors may have resulted from the training project's marketing presentation which was held shortly before the supervisor interviews. What it seems to point out, however, is that HIT has a significant positive effect on the supervisors' perception of cost factors.

TABLE 3.11

SUPERVISORS' ANTICIPATED AND PERCEIVED EFFECTS OF HIT

	Before HIT		After HIT	
	%	n	%	n
Increasing Productivity				
Positive	76	13	41	7
Neutral	18	3	41	7
Negative	6	1	6	1
No Response	--	--	12	2
Total	100	17	100	17
Absenteeism Decrease				
Positive	76	13	64	11
Neutral	24	4	18	3
Negative	--	--	6	1
No Response	--	--	12	2
Total	100	17	100	17
Decreasing Lateness				
Positive	82	14	59	10
Neutral	18	3	23	4
Negative	--	--	6	1
No Response	--	--	12	2
Total	100	17	100	17

Again, the conclusions drawn from this limited study of an assumption (how effectively HIT fosters positive attitudes of first-line supervisors toward upgrading training programs) show that there is room for considerable development. While each training program in the three-city upgrading project made attempts to involve foremen and supervisors, it must be recognized that the chief target was the underemployed worker. It seems from this study that HIT was successful only in helping supervisors recognize differences between their pre-judgments and actual workers' potentials. More attention needs to be paid to these recognitions, and future efforts of the Institute should include the development of methods to change first-line supervisor behavior.

CHAPTER IV

SHORT-TERM REACTIONS TO THE EFFECTIVENESS OF HIT TRAINING PROGRAM: AN OVERVIEW

Introduction

HIT makes a basic assumption that in order to achieve maximum impact, a training program must be concerned with the total individual rather than concentrating on the development of technical skills only. Using the parameters of HIT assumptions and objectives to measure the effectiveness of a training program requires an exploration of the population in both the job and non-job areas of their lives.

For the purposes of this study, the population explored included the trainees, non-trainees, and supervisors. Each segment of the population will be treated separately in this chapter as the basis for their responses varies. Trainees were able to respond from an experiential base since they were direct participants in the training; non-trainees did not directly participate in the training, but were affected by it; supervisors' involvement with the program varied. The viewpoints of the non-participants act as a counterbalance to the somewhat distorting enthusiasm of the trainees. (The Hawthorne effect*.)

Trainees Perceptions as to The Effectiveness of the HIT Program

In this section, the trainees' perception of the effectiveness of the program and major elements of the HIT program will be explored. These include perceptions of trainees' general feelings about the program, usefulness of the program in terms of the trainees' acquisition of job related and non-job related skills, their feelings relative to HIT as a type of training program, its length and its degree of difficulty.

Tables 4.1 and 4.2 show several of these areas of trainee reaction. In each case, over 90% of the trainees found the training program to be very useful or useful. Both the job and non-job aspects of their lives seems to have been positively affected by HIT.

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*Hawthorne Effect: the positive effect generated by any special attention and not necessarily connected with other factors in the work situation.

TABLE 4.1

TRAINEES' PERCEPTION OF USEFULNESS OF THE PROGRAM

	Percent	n
Preparing Trainees for New Job		
Response		
Very Useful	79	35
Useful	11	5
Not At All Useful	5	2
No Response	5	2
Total	100	44
Teaching Trainees Operations They Need to Know to Do Their New Job		
Response		
Very Useful	41	18
Useful	53	23
Not At All Useful	6	3
Total	100	44
Teaching Trainees How to Work With People On the New Job		
Response		
Very Useful	88	39
Useful	7	3
Not At All Useful	--	--
Response	5	2
Total	100	44

TABLE 4.2

TRAINEES' PERCEPTION OF USEFULNESS OF THE PROGRAM (Continued)

	Percent	n
Teaching Trainee How Work Fits Into the Total Organization		
Response		
Very Useful	75	33
Useful	20	9
Not at All Useful	--	--
Response	5	2
Total	100	44
Teaching Trainee Things for Use Outside of the Job		
Response		
Very Useful	75	33
Useful	20	9
Not At All Useful	--	--
No Response	5	2
Total	100	44

Table 4.3 shows a further breakdown in the aspects of the program that have been useful in specific ways to the trainees. It seems of interest that human relations training was second only to skill training on the job. As was to be expected, human relations training was deemed most useful outside the job by nearly half the trainees.

Table 4.4 indicates that a significant number of trainees believed that the program did not take enough time. HIT does attempt to upgrade in forty hours of training during a five-week span, and it is possible that either lack of previous training experience or simply an enjoyment of the HIT experience provoked this response. Also, within the sample, some upgraded jobs were more complex than others and the trainees for these jobs may have needed more time.

However, the majority of trainees experienced very little or no difficulties with the program (88%). It would seem that the time factor is an aspect of upgrading training that needs further investigation and development. Perhaps it should be more carefully tailored to specific target jobs, rather than operating within preordained limits.

TABLE 4.3

SPECIFICALLY USEFUL ASPECTS OF THE PROGRAM

	Percent	n
Aspects of the Training Program Which Have Been Very Useful to Trainee In the New Job		
Response		
Skill Training - To Meet Demands of New Job	41	18
How to Deal With People	25	12
Attitude Toward Job: More Alert/Accept Responsibility	17	7
No Response	17	7
Total	100	44
Information Which Trainee Learned That Has Been Most Helpful Outside the Job		
Response		
Interpersonal Relations	46	20
Money Management	34	15
Other	32	14
Health-Personal Mental	20	9
Family Counseling	16	7
Cultural Exposure	16	7
Career Guidance	9	4
Medicaid/Medicare	2	1
Skill	2	1
No Response	2	1

(Totals are meaningless here because some trainees made multiple responses.)

TABLE 4.4

TRAINEES' ATTITUDES TOWARD EXPERIENCE OF TRAINING

	Percent	n
Training Time		
Response		
Too Long	--	--
About Right	57	25
Too Short	36	16
No Response	7	3
Total	100	44
Difficulties with The Program		
Response		
A Great Deal	--	--
Some	12	5
Very Little	13	6
None	68	30
No Response	7	3
Total	100	44

Table 4.5 shows a more sopisticated trainee evaluation of the program. While the sample size is necessarily reduced, these workers have a basis for a comparison of HIT — their previous training experience. It would have been valuable to have had more specific information on the kinds of programs, how formal they were, and how long ago they occurred. HIT compares favorably with 81% of the prior training, but again this is short-range. A parallel perspective in time would appear to present a better evaluation.

TABLE 4.5

COMPARATIVE RATING OF UPGRADING PROGRAM

	Percent	n*
Rating of Upgrading Program Compared to Other Training Trainees Have Taken to Learn to Learn to Do a Job		
Response		
Excellent	54	14
Good	27	7
Fair	4	1
No Response	15	4
Total	100	26

* N reduced to those who had had previous formal training.

In summary, the perceptions of the trainees indicate that HIT is an effective training program dealing with all aspects of the worker's life. Relevant training material dealing with both job and non-job related skills taught by a well-trained trainer can be absorbed effectively in a short time span with a minimum of difficulty.

Non-Trainees Response to the Effectiveness of the HIT Program

In this section, the non-trainees' perception of the effectiveness of the program will be explored. See Tables 4.6 and 4.7. In view of this data the non-trainees' response to questions are for the most part, reactions to knowledge gained from the trainees.

TABLE 4.6

NON-TRAINEES' INTEREST IN TAKING PART IN FUTURE TRAINING PROGRAM

	Percent	n
Very Interested	55	15
Interested	37	10
Slightly Interested	--	--
Not Interested	4	1
No Response	4	1
Total	100	27

TABLE 4.7

NON-TRAINEES PERCEPTION OF THE PROGRAM

	Percent	n
General Impression of Program		
Good	85	23
Don't Know	11	3
Poor	--	--
No Response	4	1
Total	100	27
Discussed the Upgrading Program Most With		
Trainees	44	12
Non-Trainees	19	5
Supervisors/Foreman	--	--
Shop Steward	7	2
No Response	30	8
Total	100	27
What People in the Program Gained From It		
Promotion	22	6
Salary Increase	15	4
Improved Self-Image	15	4
Higher Status	4	1
Better Job Attitude	11	3
Skills	7	2
Education	--	--
Other	8	2
Don't Know	7	2
Does not Apply	11	3
Total	100	27

No negative responses were made and, to some degree, both intrinsic and extrinsic rewards were recognized. The responses of the non-trainees indicate that in spite of the lack of a formal method of getting information, they were able to recognize the comprehensiveness of the HIT program and the potential gains to be derived from training. It should be remembered, however, that though they were able to form a positive opinion of the training program, it has been established that most of their information comes directly from the trainees. It seems unlikely that a trainee who intends to continue in the program would deprecate HIT to his peers. Therefore, these responses of the non-trainees would be more valuable from a broader source.

Supervisors' Response to the Effectiveness of the HIT Program

The supervisors' information source was varied. Some supervisors were directly involved in the program, and therefore were able to respond from an experiential base; the supervisors who were not directly involved in the training relied upon information received from the trainees. When asked if the training program lived up to their expectations, better than half (53%) of the supervisors responded positively. (See Table 4.8.)

TABLE 4.8

SUPERVISORS' INVOLVEMENT IN THE PROGRAM

	Percent	n
Taking Part in the Training In any Way		
Response		
Yes	41	7
No	59	10
Total	100	17
Expectations of the Program		
Response		
Positive	53	9
Neutral	23	4
Negative	12	2
No Response	12	2
Total	100	17

In analyzing the perceived effect of the training on various aspects of the supervisors' responsibilities, there are indications that the program has positive effects on turnover rate, quantity of work, quality of work, attendance, lateness and morale. (See Tables 4.9 and 4.10.) The highest percentage of positive effects reported were in turnover rate (94%) and morale (88%).

TABLE 4.9

SUPERVISORS' PERCEPTION OF TRAINING PROGRAM'S EFFECTS

	Percent	n
Effect on The Turnover Rate In the Department		
Response		
Positive	94	16
Neutral	--	--
Negative	6	1
Total	100	17
Effect On the Quantity of The Work Produced In the Department		
Response		
Positive	41	7
Neutral	41	7
Negative	6	1
No Response	12	2
Total	100	17
Effect On The Quality Of the Work		
Positive	64	11
Neutral	18	3
Negative	6	1
No Response	12	2
Total	100	17

TABLE 4.10

SUPERVISOR'S PERCEPTION OF TRAINING PROGRAM'S EFFECTS (Continued)

	Percent	n
Effect on Lateness In The Department		
Response		
Positive	58	10
Neutral	24	4
Negative	6	1
No Response	12	2
Total	100	17
Effect On Morale In the Department		
Response		
Positive	88	15
Neutral	--	--
Negative	--	--
No Response	12	2
Total	100	17

In summary, the supervisors have generally had a positive response to the training program. This positive response appears to be lower than that of the trainees to the effectiveness of the program. The difficulty in this type of analysis would seem to be one of preciseness of categorizing responses to a question and determining the effect, if any, of the degree of direct involvement in the program.

Managers' Response to the Effectiveness of the HIT Program

While the number of managers (five) is small, the importance of management's opinion is great. An initial positive response to the concepts of the program by management provides the entree for HIT upgrading in a plant environment and for the continuation of HIT upgrading after the first program is completed.

Management did discuss the program directly with the trainees in the three out of the five cases. In the two remaining cases, management discussed the program with foremen and supervisors, who, in turn, received their information partially from trainees. (Not all the foremen and supervisors were actively involved in the program.)

Of the five managers, four responded that they would endorse HIT training programs. The fifth respondent felt it was too soon to make a final judgment on the program. Management sees improved morale as a positive result of the program. From this they infer a subsequent reduction in absenteeism and lateness. The managers also see HIT as having had a positive and beneficial effect on their employees in the area of human relations. In terms of other skills, the general impression is that not enough time had elapsed since the end of training to make a judgment.

CHAPTER V

SUMMARY AND IMPLICATIONS

This analytic study has been concerned with the impact of High Intensity Training in the short run. It is an action oriented analysis, performed in three cities and in five different plant settings and discusses many of the functional as well as dysfunctional aspects of the methodology. An attempt was made to focus on the trainees, non-trainees and supervisors with greatest emphasis placed on the trainees and a comparison group of non-trainees. As one of the first empirical studies of the underemployed worker in the plant setting, it by no means exhausts all of the variables for studying training effectiveness.

The approach to the study is both attitudinal and behavioral. The reader should keep in mind that one of the most difficult aspects of action-oriented field research is controlling the many variables which can contaminate results. Another serious difficulty is doing research in the plant environment, wherein management and the workers tend to be somewhat suspicious of the objectives of the project staff.

For purposes of this study, several specific assumptions were made about HIT. The impact of the training and the changes produced by it were measures of the validity of the assumptions that HIT achieves the following:

- Develops underemployed workers job skills, making them more valuable to their employers and increasing their wages;
- Develops underemployed workers' human relations and communications skills;
- Promotes workers' self-esteem and confidence;
- Increases awareness of workers' and employers' job responsibilities;
- Motivates workers' to aspire to better jobs — more skilled and/or supervisory positions;
- Promotes workers' present job satisfaction;
- Fosters positive attitudes of first-line supervisors toward upgrading training programs;
- Fosters positive attitudes of first-line supervisors toward the underemployed worker.

Several interesting results have appeared in the course of the study and these are stated below. Finally, implications for the future are also discussed in topical form.

The Worker

The trainees in the study can be described by a profile of the underemployed worker. The following statements were true of the sample population.

They were predominantly Black - 84 percent; 55 percent of these Black workers were female. They were approaching middle age - 36.7 years mean age and, theoretically, in their peak income period; yet they had only a mean weekly income of $87.00 gross. Many of the trainees, and their families, existed on the brink of economic subsistence; 50 percent of the trainees were the principal wage earners.

Their formal educational level was low - a mean of 9.7 years as compared to the supervisory mean level of 12.6 years. Although the trainees had a surprising record of job retention, a mean of 8.1 years with the same organization, few had ever received any formal training. Most "training" had been on-the-job and rendered informally by peers. These workers appeared to constitute a vast reservoir of untapped potential manpower.

The validity of the first statement of the study (that the underemployed become more valuable workers and thus experience a wage increase) was not difficult to discern.

This increase is really part of the letter of agreement that the employer signs before training begins. The trainees were generally satisfied with their increased wages. In Phase I, 43 percent had perceived their salary as adequate. In Phase II this increased to a significant 67 percent. The small wage increase as an extrinsic reward appears to be valuable to the trainees and probably triggers numerous intrinsic rewards. In a more specific view, 41 percent of the trainees saw skill training as the most useful tool learned for the job, 25 percent felt it was how to deal with people and 16 percent thought the most useful job tool was the improvement in their own attitude.

The second assumption (that the underemployed workers' human relations and communications skills are developed) also seemed to be borne out in the study, but with one or two exceptions.

As a result of their training, the trainees developed into a cohesive work group. However, in interaction with non-trainees, the trainees were more excluded from the general group than they were prior to training. Apparently this is one of the dysfunctional aspects of any training program that changes attitudes of a small group within an organization.

However, the trainees stated that the three most important things learned for use outside the job were inter-personal relations skills, money management, and personal mental health. Also of importance were family counseling and cultural exposure.

An unexpected phenomenon was the attitudes of the trainees toward their supervisors. In both Phases 88 percent viewed the supervisor as being competent. He was also regarded as being open to suggestions, non-discriminatory on a racial basis, clear in his communications and inconsistent with the stereotype of the racist, non-human relations oriented supervisor. At face value, this data is difficult to interpret and, since it seems contradictory, needs further investigation.

The third assumption that HIT promotes workers' self-esteem and confidence was shown to be valid in several unrelated areas of their responses.

One of the more promising aspects of change among the trainees was their viewpoint on advancement. Prior to training they generally regarded opportunities for advancement as a direct function of company policy. They seemed to hold the view that one's life was determined by bigger forces, *i.e.*, the organization. After training the trainees generally saw their own ability as the key factor for advancement. This represents a significant step in the trainees' personal development. Following training, the trainees had a more positive perspective on opportunities for advancement. However, this optimism was limited to opportunities within the organization. The trainees were still very apprehensive about attempting to transfer their new skills and knowledge to a strange environment, but they had gained a clearer perspective of their value on the job market.

An area of some ambiguity is the trainees' educational aspirations. In both Phases the trainees expressed considerable interest in furthering their formal educations. This did not always mean completing high school or the General Equivalency Diploma, but rather furthering their success in trade schools. They had experienced training in a job-oriented atmosphere and had seen themselves as capable of continued learning at this level. However, a positive behavioral response was evident in both instances. Perhaps the school systems in their respective urban communities did not provide a decent vehicle for fulfilling previous educational aspirations.

The trainees with previous training exposure rated the program highly: 54 percent as excellent, 27 percent as good, and 4 percent as fair. A surprising percentage, 15 percent, had no response. It may be assumed that most of these responses would be on the negative side. The trainees' enthuiasm for the program is further evidenced by the fact that not one thought it was too long. Fifty-seven percent thought it "about right" and 36 percent too short. Only 11.4 percent of the trainees felt they had "some" difficulty with the program and only 13.6 percent reported "very little" difficulty. This helps explain the other favorable responses. It was apparently a very positive educational experience.

Another assumption that HIT increases the worker's awareness of his and his employers' job responsibilities was not as fully validated by this study. However, HIT does seem to have created a more responsible and, therefore, more critical attitude toward the working conditions. Also, a positive change was made in such cost factors as employee turnover, absenteeism, and lateness. This indicates an awareness of workers' responsibility which represents a real saving to employers.

The change in the trainees' perception of the importance of their jobs was surprising. In Phase I, 64 percent viewed their job as important, but in Phase II this figure dropped to 33 percent. This change may be construed as a result of the trainees' increased self-awareness and self-esteem, as well as a broader, more objective view of the real world. They apparently were made aware of the incongruities of their jobs and their abilities, and this in turn engendered a state of cognitive dissonance. The unanswered question is, "Will this realization serve as a motivator to improve their social and economic circumstances?"

The trainees were considerably more interested in their new jobs than in their previous jobs; 55 percent before HIT and 71 percent after HIT indicated that this was true. This may be a meaningless result. After eight years on a job almost any new job is bound to be more interesting, at least in the short run.

At this point, however, it seems clear that HIT has a negative effect upon the job satisfaction workers express. The assumption that HIT promotes job satisfaction must be deemed invalid on the basis of this study. Since the trainees were generally chosen because they expressed interest in an upgrading program, it is possible that they represent the more aggressive worker whose ambition outruns his satisfaction with any present job. Therefore, the assumption that HIT motivates workers to aspire to better jobs seems the more valid, but this again without the benefit of being tested in an absolutely random sample of underemployed workers.

The Supervisor

The data showed that the general characteristics of the supervisors are consistent with the Institute's expectations.

- They were an average 14 years older than the trainees - a mean age of 48 years.
- They were predominantly White - 76 percent. This figure would have been 100 percent were it not for the inclusion of a Black-owned firm in the sample.
- They earned a sustantially higher gross wage than the trainees: a mean of $121.00 per week or approximately $50.00 more.
- They had approximately the same job retention as the trainees.
- Sixty-nine percent were male; all female supervisors were in the hospital area.
- Their formal education was considerably greater than that of the trainees: 12.6 years.
- In all instances they had "worked their way up" and had received little or no formal training in the process.

The panel study of supervisors, conducted to show change, produced the data which reflects the short-range impact of HIT. It is discussed in light of the data from post-HIT interviews. Two assumptions made about HIT are affected by this part of the study: that HIT has a positive effect upon supervisors' attitudes toward underemployed workers and toward upgrading programs.

A high proportion (83 percent) felt that workers could be trained to become supervisors. However, a highly complex and ambiguous finding occurred in the area of the supervisors' perception of the need for a supervisory development program. Only 35 percent responded positively, while 41 percent had no response. It should be noted that this data is biased by a severe supervisory problem in one of the hospitals of the sample. Also a technical question of how to interpret a non-response of 41 percent arises. This may be an indication of job insecurity on the supervisors' part. Further, the findings are inconsistent with management's perception of the need for such a program. Sufficient data is not available to arrive at a firm conclusion, but we can assume the suggestion of such a program was perceived as a threat by the supervisors.

In answer to how higher skilled jobs in the organization should be filled, 95 percent responded that they should be filled from within. However, they felt that only 35 percent of the underemployed workers had the potential for upgrading. The incongruity in these responses is apparent. In the Black-owned firms the responses were much different;

supervisors felt that 90 percent of their underemployed workers could be upgraded. The significance of this difference has a racial overtone. It is also inconsistent with the trainees' positive perception of the opportunity for advancement within the organization. It will be of considerable interest to witness how these trainees, in both the Black-owned company and other organizations, progress over the next year within the organization.

Closely related to the above findings, and probably a partial determinant of them, is the supervisors' own record of promotion. Only 56 percent had received a promotion since joining the organization. Thus nearly half the group could reasonably be expected to have a negative attitude toward promoting others.

An area of positive change in the supervisors' attitude was the amount of skill required for the new job. Prior to the program, 65 percent responded that "a great deal" of additional skill was required. After the program, only 41 percent responded in this manner. Participating with the trainer in the HIT process caused the supervisors to take a more realistic view of upgrading training and, more importantly, of job requirements. While the supervisors' perception of the need for extensive technical skill training was lessened, their appreciation for the trainees' need for training in interpersonal skills was enhanced. If the change is modest, it is still a very positive step forward.

The effects of HIT on the supervisors' perception of absenteeism, lateness and productivity were all positive. However, these conclusions are highly questionable. They do not represent analytically measured change in these variables, but only the improvements perceived by the supervisor. They are probably highly subject to a short-term halo effect.

As expected, the HIT process had more effect on the attitudes of the trainees than on those of supervisors. The study seems not to provide any firm basis for judging the validity of the assumptions about changing supervisors' attitudes. This must remain an area in need of further development by the Institute.

Reactions to the Effectiveness of HIT Program

The intensity of reactions to the program appears to be a function of how closely related the person was to the program. The trainees were the only direct participants. Some supervisors participated to varying degrees in the programs in the areas of job selection, skill training, and evaluation of trainees' progress. Non-trainees and managers had the least direct participation in the programs.

Trainee Response

An overwhelming majority of the trainees, 90 percent or more, responded by saying that:

- The program was useful in preparing them for their new job;
- The program was very useful in teaching them to deal with people on their new jobs;
- The program gave them a perspective as to how their work fit into the overall activities of the organization;
- The program was useful to them outside of the job.

Of course, these kinds of responses are usually favorably biased and should be accepted in that context; however the trainees, for the variety of reasons alluded to, were overwhelmingly positive toward the program.

Non-Trainee Responses

The non-trainee responses were, for the most part, based on information gained from trainees. The following are the key results ascertained from non-trainee responses:

- A very high percentage of non-trainees saw the program as good and thought that other workers were convinced of its worth. Over 90 percent of the non-trainees were interested in taking part in a future program.

- The non-trainee recognized both the intrinsic and extrinsic rewards of HIT programs.

Supervisors' Responses

The supervisors' responses were based partially on experience and partially on information received from others. For the most part, supervisors felt that the program had lived up to their expectations and in 94 percent of the responses the program was considered as very useful or useful in teaching the trainees what they needed to know for the job. The supervisors saw the program as having a direct positive effect on the cost factors of turnover rate, quantity and quality of work, attendance, lateness and morale. The overall positive response of the supervisors appears to be lower than the trainees', raising the question of the effects, if any, of the precision of response categories and the degree of direct involvement of the subject responding.

Management's Response

Management was the furthest removed in terms of direct involvement in the program. The reaction of a manager is of prime importance in that he is the one who needs to be sold on introducing the program and continuing it in the organization. Managers felt that the program was effective and indicated that they would endorse the program to others. In their view, the major gain from the program was an immediate increase in worker morale with the corollary positive effects on absenteeism, lateness, and manpower turnover.

Implications

From this short-term study and the associated knowledge of all the organizations in which HIT has been implemented, the following implications emerge for the future.

- While the HIT concept tends to be an effective first step for upgrading the underemployed worker, it is necessary to become even more innovative in the field of manpower upgrading. From the employees' and employers' standpoint, new, reliable and valid techniques in remediation, job restructuring, in-plant counseling and the like need to be developed.
- Training can be obtained in reasonably short periods of time.
- In the future, the concept should be introduced into other institutional settings.
- This concept, while still modest, can serve as one of the major techniques for upgrading the underemployed, skilled, and supervisory levels within the work environment.
- The study shows some of the dysfunctional aspects of HIT. During the next phase the

concept will take on added dimensions in order to meet the manpower needs in the decade to come.

- The study points up the need for criteria for evaluating program and technique effectiveness. We tend to be in the "judgmental state-of-the-art." Qualitative and quantitative indices must be developed.

The underemployed represent a vast manpower pool and it is most important for management to recognize this and to begin developing action-oriented programs. This study should provide the reader with a clearer understanding of the underemployed worker in the plant setting.

APPENDIX A

ORGANIZATIONS IN THE THREE-CITY UPGRADING PROGRAM

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ORGANIZATIONS IN THE THREE-CITY UPGRADING PROGRAM

This report is based on data collected from five organizations. Three of the organizations are plants in private industry and two are hospitals. One of the responsibilities of the local projects was to submit to the Institute interview data gathered from subjects in two organizations. Unfortunately, one of the projects was unable to submit data for one of its organizations, a hospital, in sufficient time to be included in this analysis.* The five organizations are briefly described below. In order to preserve the anonymity which was originally promised to them, the organizations have been coded. The code indicates the type of organization and the first letter of the city in which they were located. For example, Hospital B is a hospital in Baltimore, Maryland. They will be referred to by these codes throughout the report.

Hospital B, a unit of a larger county hospital, is a short-term general hospital operated by a citizen board of trustees under the state's statutes. Hospital B was founded originally as a city hospital in 1837. Presently, the hospital has more than 500 beds and a large out-patient clinic.

Hospital B is a research and teaching center and is affiliated with the medical school of a local university. At present the hospital facilities include 15 buildings covering 25 acres. The hospital has a full-time staff of 1,880. Approximately 57% of the staff members are low-skilled workers, and 40% of the total number are Black.

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* A preliminary analysis of that case is included in Appendix B. Each local project will submit to the Institute prior to July 15, 1969, two analytic monographs. Each monograph will be a qualitative, descriptive analysis of the HIT experience in an organization. Among these will be the monograph for the organization which could not be included here.

Firm B is a meat processing plant incorporated in 1951. The firm had a modest financial beginning. In its very early history, the founder and owner served as the general manager, and the production staff at that time consisted of three people. With this small staff, used trucks and manufacturing equipment, a makeshift office with the barest amount of equipment and its own recipe for producing sausage, it got its start.

Sixteen years later a new 30,000 sq.ft. plant with modern facilities was opened on a four acre cite. The company has sales offices in New Haven, Connecticut; Philadelphia, Pennsylvania; and New York City. It is reported to rank, in terms of dollar volume within the industry, among the top 15 meat processing firms of its size.

The firm employs 148 people, ninety of which work in the home plant, and is the only organization in this study which is owned and almost exclusively operated by Blacks. Low-skilled workers represent about 56% of its labor force.

Hospital C is a private hospital founded in 1854 by a group of socially prominent citizens of the city. It is a general hospital accepting all patients except those who are psychiatric, contagious or chronic cases. The hospital has 342 beds: 138 in private rooms, 87 in semi-private rooms, 111 in wards, and 6 in cubicles. The hospital has been continuously growing in size, and future expansion is presently being considered to double its bed capacity. It presently employs a staff of 1,139 people. Of these, 42% are Black and 34% of the total are classified as low-skill workers.

Firm C produces electrical fixtures. It was originally incorporated in 1923 but is today a subsidiary of a large corporate structure. In 1961 the firm merged with another corporation which was subsequently purchased by one of the largest international corporations in the nation, employing about 375,000 people. The firm's present operation employs 200 workers, 83% of which are low-skilled workers.

Firm N is a single plant operation which produces master television equipment, community antenna systems, closed circuit television, boosters and converters. The present total labor force is 500. The percentage of low-skill workers was unobtainable because the firm's management reported that it did not wish to classify its labor force in these terms. The Institute's HIT project in Newark has, however, conducted several training programs for upgrading in this firm subsequent to the one used for purposes of this study.

CHARACTERISTICS OF TOTAL NUMBER OF PROGRAMS CONDUCTED IN NEWARK

(As of May 2, 1969)

TYPE OF INDUSTRY	JOB TITLES FROM	JOB TITLES TO	NO. OF TRAINEES BY ETHNICITY Black	Spanish-speaking	Other	TOTAL NO. OF TRAINEES	MEAN AGE OF TRAINEES	MEAN EDUC. OF TRAINEES	SEX OF TRAINEES MALE	FEMALE
Public Agency	Laborer	Building Maintenance Worker	13	1	2	16	43	8	17	0
Manufacturing	Entry-Level Workers	Press Machine Operator	10	1	2	13	30	11	8	5
Manufacturing	Entry-Level Workers	Press Machine Operator	8	0	3	11	28	12	9	2
Manufacturing	Entry-Level Workers	Press Machine Operator	14	3	4	21	26	11	16	5
Manufacturing	Entry-Level Workers	Press Machine Operator	8	0	3	11	26	10	6	5
Public Agency	Community Aide	Community Service Worker II	8	0	0	8	38	13	1	7
Chemical Manufacturing	Packers	Chemical Operators	2	3	10	15	42	7	12	3
Service	Clerk	Clerk-Typist	10	0	0	10	33	12	0	10
Manufacturing	Assemblers	Utility/Repair Operators	2	1	4	7	41	9	0	7
Service	Various	Leader	7	2	2	11	35	11	3	4
Service	Clerk	Clerk-Typist	4	0	3	7	21	10	0	7
Manufacturing	Utility/Repair Operators	Inspector	2	1	3	6	37	10	0	6
Health*	Various	Medical Record Clerk	5	0	4	9	44	12	0	9

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*Originally scheduled to be included in this report

CHARACTERISTICS OF TOTAL NUMBER OF PROGRAMS CONDUCTED IN BALTIMORE

TYPE OF INDUSTRY	JOB TITLES		NO. OF TRAINEES BY ETHNICITY			TOTAL NO. OF TRAINEES	MEAN AGE OF TRAINEES	MEAN EDUC. OF TRAINEES	SEX OF TRAINEES	
	FROM	TO	Black	Spanish-speaking	Other				MALE	FEMALE
Educational	Food Service Helpers-Interns	Food Service Helpers-Permanent	9	0	1	10	41	9	0	10
Educational	Various	Second Class Glaziers	6	0	3	9	30	10	9	0
Hospital	Group Leaders	Supervisors	8	0	3	11	36	10	4	7
Manufacturing	Laboratory Technician	Senior Laboratory Technician	4	0	3	7	31	11	7	0
Hospital	Nursing Assistant Trainees	Nursing Assistant II	12	0	1	13	28	11	3	10
Manufacturing	Corner Cutters	Various	7	0	0	7	32	10	0	7
Department Store	Stock Handlers	Assistant Section Supervisors	6	0	0	6	32	11	2	4
Hospital	Dietary Aide	Food Service Supervisor	16	0	0	16	35	10	2	14
Hospital	Pharmacy Technician I	Pharmacy Technician III	3	0	2	5	27	14	2	3
Hospital	Dietary Aides	Food Service Supervisors	9	0	0	9	38	11	3	6
Manufacturing	Packers and Stuffers	Machine Tool Operators	7	0	0	7	34	10	0	7

CHARACTERISTICS OF TOTAL NUMBER OF PROGRAMS CONDUCTED IN CLEVELAND

TYPE OF INDUSTRY	JOB TITLES		NO. OF TRAINEES BY ETHNICITY			TOTAL NO. OF TRAINEES	MEAN AGE OF TRAINEES	MEAN EDUC.OF TRAINEES	SEX OF TRAINEES	
	FROM	TO	Black	Spanish-speaking	Other				MALE	FEMALE
Hospital	Various	Various	16	0	0	16	22	9.5	4	12
Retail and Wholesale	Clerk and Porter	Advanced Clerk and Advanced Porter	14	0	0	14	21	10.5	1	13
Retail and Wholesale	Clerk and Stockman	Advanced Clerk and Head Stockman	13	0	0	13	20	10.5	3	10
Manufacturing	Various	Various	4	0	4	8	25	11	5	3
Service	Various	Various	8	0	0	8	32	9	1	7
Service	Dish Washers	Group Leaders	6	0	0	6	32	10	5	1
Manufacturing	Various	Various	10	0	0	10	24	10	6	4
Hospital	Porter II	Maintenance Attendant I	11	0	0	11	51	7	11	0

APPENDIX B

CASE STUDY #6: HOSPITAL N

APPENDIX B

CASE STUDY #6: HOSPITAL N

Chapter I referred to a sixth case study, Hospital N, which is not included in the preceding analysis. The following is a brief description of the organization, the training program conducted there, and the reasons why it could not be included in the analysis.

Hospital N is a 700-bed city hospital, caring for the sick poor. At the time the HIT program was introduced, the hospital had been taken over by a state medical and dental college, and was undergoing a major reorganization to become a medical center as a result of this merger.

The program that was to be included in the analysis was one of skill upgrading for file clerks and clerk-typists to become medical record clerks.

Because of the shortage of trained personnel in this area and because the Medical Records Department occupies a crucial position in a hospital, this program was considered to have particular importance. Therefore, HIT, in cooperation with a local community college, developed a comprehensive training curriculum for medical records clerks. There was also a possibility that college credit would be given for the HIT program toward a two-year accredited Records Technician Course.

Phase I interviewing was completed and processed on schedule, but due to the complications explained above, the completion of the training program was delayed over a month beyond the original deadline. Post-HIT interviews were completed too late to be included in the data processing and analysis for this volume. We can, therefore, present here only the background characteristics of the trainees, non-trainees and the supervisor. These are based on an analysis of the pre-HIT interviews. The reader is referred to the forthcoming analytic monograph for Hospital N for a discussion of the impact of HIT and reactions to the training program.

Background Data

Table B.1 shows that the trainees were all females, half of them Black, and on an average, they were 12 years older than the non-trainees, two of whom were males.

The one supervisor who was interviewed differed from both groups in that she was a White, unmarried female, 60 years old, who had been with the hospital at least 20 years. Of that time she had spent only one year in her supervisory job. Her weekly take-home pay was $155.00, more than double that of the average non-trainee and almost twice as much as the trainees earned.

TABLE B.1

HOSPITAL N BACKGROUND CHARACTERISTICS

	Trainees N = 10	Non-Trainees N = 5
Average Age in Years	46	38
Average Highest Grade Completed	12.2	13
Average Number of Dependents	3.2	1.8
Average Weekly Take Home Pay	$85.50	$72.20
Average Length of Employment with Company in Years	11.3	5.9
Average Number of Years in Present Job	6.8	2.9
Percent Married	50%	60%
Percent Ever Promoted in Company	60%	40%
Percent Male	None	40%
Percent Female	100%	60%
Percent White	50%	60%
Percent Black	50%	40%

APPENDIX C

CHARACTERISTICS OF THE TRAINEES AND NON-TRAINEES RELATIVE TO THEIR WORK SETTING

APPENDIX C

CHARACTERISTICS OF THE TRAINEES AND NON-TRAINEES RELATIVE TO THEIR WORK SETTING

This category of characteristics is presented to amplify the reader's understanding of the trainees and non-trainees.

The characteristics presented are:

- How the respondent learned his present job;
- Who taught the respondent his present job;
- Promotional record of respondents;
- Efforts to attain other jobs in organizations;
- Criteria for promotion;
- Communications.

A discussion of each of these factors concerning the workers' relationship to their work setting follows.

How the Respondent Learned His Job/Who Taught the Respondent His Job

Tables C.1 and C.2 indicate that most of the respondents learned the skills necessary for their present job by informal on-the-job methods.

Table C.1 indicates that a large majority of the respondents learned their skills on the job and that whatever instruction they received was given by non-trained trainers (table C.2). This data indicates that the HIT program is, in all probability, the first encounter that the respondents had with a systematic in-plant training program. Only two of the trainee respondents answered that they had been trained by company trainers. The real significance of this is that it indicates that the trainees' responses concerning HIT programing were not influenced by any prior formal training programs.

TABLE C.1
HOW THE RESPONDENT LEARNED HIS JOB

Response	Trainees		Non-Trainees	
	%	n	%	n
On the Job	71	30	82	37
Special In Plant Courses	--	--	--	--
Special Outside of Plant Courses	3	1	--	--
Prior Experience	20	8	18	8
No Response or Other	06	2	--	--
Total	100	41	100	45

TABLE C.2
PERSONS ASSIGNED TO TEACH RESPONDENT THE JOB

Response	Trainees		Non-Trainees	
	%	n	%	n
Supervisor/Foreman/ Assistant Foreman	39	12	11	4
Co-Worker	42	13	57	21
Company Trainer	7	2	--	--
Self	10	3	24	9
No Response or Other	2	1	8	3
Total	100	31	100	37

Average Number of Years Employed in Organization/Promotional Record of Respondents

The trainees and the non-trainees appear to be stable employees in terms of length of employment (table C.3) and the majority have had no promotions (table C.4).

TABLE C.3
AVERAGE NUMBER OF YEARS OF EMPLOYMENT

Respondent	No.of Years
Trainees	8.3
Non-trainees	4.5

The difference between non-trainees and trainees is due to the fact that trainee selections were based on seniority.

TABLE C.4
PROMOTIONS IN PRESENT ORGANIZATION

Response	Trainees[a]		Non-Trainees[b]	
	%	n	%	n
Yes	31	13	11	5
No	69	29	89	40
Total	100	42	100	45

Efforts to Obtain Another Job in the Organization

A significant majority of the respondents made no effort to obtain another job in the organization (table C.5), yet a majority of the respondents answered "yes" to the question, "If there is another job in the present organization that you would like to have and feel you could do now with little or no training?" (table C.6). The positive answer to this question would indicate that the respondents feel that there are other jobs in the organization which they feel they can perform. When this indication is compared with their lack of ever having tried for another job it would seem to indicate a lack of confidence. (See table C.7)

This indication of lack of confidence is reinforced by the largely negative response to a question which asked whether the respondent ever tried to obtain another job in the organization. This data may be affected by the large proportion of non-white subjects in the sample. Lefcourt found that blacks take less risks than whites largely because they had low expectations of obtaining positive reinforcements.

TABLE C.5

RESPONDENTS ASKED IF THERE WAS ANOTHER JOB IN PRESENT ORGANIZATION THAT THEY WOULD LIKE TO HAVE AND FEEL THEY COULD DO WITH LITTLE OR NO TRAINING

Response	Trainee		Non-Trainee	
	%	n	%	n
Yes	67	28	67	30
No	33	14	33	15
Total	100	42	100	45

TABLE C.6
RESPONDENT'S DESIRE TO OBTAIN ANOTHER JOB IN THE ORGANIZATION

Response	Trainee		Non-Trainee	
	%	n	%	n
Yes	25	7	17	5
No	75	21	83	25
Total	100	28	100	30

TABLE C.7
RESPONDENTS ASKED IF THERE WAS A JOB OUTSIDE OF PRESENT ORGANIZATION THAT THEY WOULD LIKE TO HAVE AND FEEL THEY COULD DO RIGHT NOW WITH LITTLE OR NO TRAINING

Response	Trainee		Non-Trainee	
	%	n	%	n
Yes	29	12	38	17
No	64	27	58	26
No Response	7	3	4	2
Total	100	42	100	45

Table C.8 focuses on the respondents attitude towards the seniority or ability question. Both the trainees and non-trainees felt strongly that ability to do the job should be used as a criterion for promotion. A small percentage thought they both were important and an even smaller percentage viewed seniority as important.

TABLE C.8
WHAT RESPONDENTS PERCEIVE AS IMPORTANT IN CONSIDERING EMPLOYER FOR BETTER JOBS

Response	Trainees		Non-Trainees	
	%	n	%	n
Seniority	10	4	9	4
Ability to do job	71	30	69	31
Both	17	7	20	9
No Response	2	1	2	1
Total	100	42	100	45

When asked the question (see table C.9) if they knew what the practice of their organization has been in this area, the trainees felt that their company was more concerned with seniority while the non-trainees were split, thinking that seniority and ability to do the job were the criteria used as company policy.

TABLE C.9
RESPONDENTS PERCEPTION OF COMPANY AND PRACTICE REGARDING UPGRADING

Responses	Trainees		Non-Trainees	
	%	n	%	n
Seniority	38	16	31	14
Ability to do job	28	12	31	14
Both	17	7	16	7
Other and no answer	17	7	22	10
Total	100	42	100	45

A major problem within the work setting for the underemployed is the communications structure that exists between himself and his foreman. Although bulletin boards tend to provide the respondents with some information, they tend to learn more from their co-workers and other workers than they do from their immediate supervisors. This is true for the trainees as well as the non-trainees. Table C.10 makes this point. Even the shop steward within these five organizations does not keep the workers informed.

One of the main objectives of the High Intensity Training concept was to bridge this communications gap, making first line foremen and low-skill workers aware of these communications problems since the flow of information is important for both the organization and its members. The HIT process is one in which management and supervisory sessions, formal low-skill employee sessions, sessions in communications problem-solving within the plant environment, and conflict resolution through role-playing sessions are handled.

TABLE C.10
RESPONDENT'S PERCEPTION OF FROM WHOM HE LEARNS MOST

Responses	Trainees		Non-Trainees	
	%	n	%	n
Nobody	5	2	7	3
Co-workers, other workers	62	26	56	25
Immediate Supervisors/Foremen	26	11	27	12
Shop Stewards	5	2	4	2
Management/Administration	2	1	2	1
Other			4	2
Total	100	42	100	45

This communications problem is even more serious when trainees and non-trainees are asked about formal meetings in their departments. (See table C.11). In the largest number of cases, approximately 84% respond that periodic meetings are not conducted. Approximately 65% of the respondents in the sample who are union members within the organization and most of the underemployed workers in the sample knew very little about the union's activities within the organization. There also seems to be a communications breakdown within the union structures in these organizations and with the underemployed worker. One could extrapolate from this that the underemployed worker of this sample is not involved in matters pertaining to unions. Libert indicates that communication breakdown has a negative effect on morale, productivity and superior-subordinate relationships.[74]

TABLE C.11
PERIODIC MEETINGS HELD IN RESPONDENTS' DEPARTMENT

Response	Trainee		Non-Trainee	
	%	n	%	n
Yes	14	6	13	6
No	86	36	82	37
No Response	--	--	5	2
Total	100	42	100	45

Table C.12 points out that the respondents know very little about the union activities in their organizations and do not attend union meetings. This information is presented in table C.13. However, the trainees seem to take a more active interest than the non-trainees in voting in union elections, although this is not significant. (46% yes and 54% no). (see table C.14)

It is interesting to note that from a communications standpoint the respondents have very little communication with the shop steward yet in table C.15 they view the shop steward as being a very important person within the organizational structure. This paradox may be a result of the limitations of the sample, i.e., it is not representative of all HIT trainees.

TABLE C.12
FEELINGS ABOUT THE UNION'S ACTIVITIES IN THE SHOP (UNION RESPONDENTS)

Response	Trainees		Non-Trainees	
	%	n	%	n
A great deal	7	2	11	3
Some things	37	10	27	7
Little bit	52	14	50	13
Nothing	--	--	12	3
No answer	4	1	--	--
Total	100	27	100	26

TABLE C.13
FREQUENCY OF UNION MEETING ATTENDANCE
(UNION RESPONDENTS)

Response	Trainees		Non-Trainees	
	%	n	%	n
All or almost all	18	5	12	3
75% of the time	4	1	11	3
50% of the time	18	5	27	7
25% of the time	37	10	19	5
0% of the time	8	2	23	6
No answer	15	4	8	2
Total	100	27	100	26

TOTAL C.14
VOTED IN ELECTIONS
(UNION RESPONDENTS)

Response	Trainees		Non-Trainees	
	%	n	%	n
Yes	71	19	46	12
No	22	6	54	14
No answer	7	2		
Total	100	27	100	26

TABLE C.15
IMPORTANCE OF SHOP STEWARD'S JOB
(UNION RESPONDENTS)

Response	Trainees		Non-Trainees	
	%	n	%	n
Very important	74	20	77	20
Important	11	3	4	1
Slightly important	11	3	--	--
Unimportant	--	--	8	2
Very unimportant	--	--	--	--
No answer	4	1	11	3
Total	100	27	100	26

In summary, the respondents seem to be workers who, for the most part, learned their present skills informally, and who have a stable employment history in terms of length of time on the job. They have not been promoted nor have they made any effort to get other jobs within the organization or in other organizations. The workers believe that promotion is based on ability and they do not get their information from the formal systems of the organization or their union.

APPENDIX D

OPERATIONS CONTROL REPORT — SUMMARY OF TRAINING ACTIVITIES

Contract No: 82-34-68-19

Skill Achievement Institute

Schedule D-1a

Operations Control Report

Summary of Training Activities

City Newark

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Newark Housing Authority	17	17	Laborer	Building Main. Worker	90-101	96-111		Sep 23 1968	Oct 28 1968	1	7
Curtiss Wright	13	13	Entry Level	Pr.Mach.Op Assembler	94.40 94.40	114 110.40		Sep 16 1968	Sep 27 1968	1	1
Curtiss Wright	11	11	Entry Level	Pr.Mach.Op	94.40	114		Sep 30 1968	Oct 11 1968	1	1
Curtiss Wright	21	21	Entry Level	Pr.Mach.Op Assembler Insp/Util	94.40 94.40	114 114.40		Oct 14 1968	Oct 25 1968	1	1
Blonder-Tongue	7	7	Assembler	Util/Rpr. Op.	74.80	81.60		Oct 14 1968	Oct 29 1968	1	1

Contract No: 82-34-68-19

Skill Achievement Institute

Schedule D-1a

Operations Control Report

Summary of Training Activities

City Newark (Cont)

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Curtiss Wright	11	11	Entry Level	Pr.Mach.Op. Assembler	94.40 94.40	114 110.40		Oct 28 1968	Nov 8 1968	1	1
Blonder Tongue	6	6	Group Leader	Gr.Leader/ Buddy	84.00	90.00		Jan 13 1969	Feb 7 1969	1	3
Newark Housing Authority	8	8	Comm.Aide	Comm.Ser Wkr. II	107 146.15	113.48 151.93		Feb 24 1969	May 14 1969	1	1
Monsanto Company	15	15	Maint. Helper	Main. Mech.	102-108.80	112.80		Feb 19 1969	Apr 2 1969	1	1
Blue Cross/ Blue Shield	10	10	Clerk	Clerk-Typist	63.00	73.00		Feb 17 1969	Apr 25 1969	1	1
Blonder Tongue	7	6	Util/Rpr Operator	Inspector	81.60	90.00		Mar 7 1969	Mar 28 1969	1	1

Contract No: 82-34-68-19

Skill Achievement Institute

Operations Control Report

Summary of Training Activities

Schedule D-1a

City Newark (Cont)

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Marriott In-Flight	11	11	Various	Leader	Various	5-8%		Mar 12 1969	Apr 16 1969	1	1
Blue Cross/ Blue Shield	7	7	Clerks	Info/Corr. Clerks	Various	5-8%		Mar 19 1969	Apr 18 1969	1	1
N.J. College of Med. & Dent.	8	8	Various	Med. Rec. Clerks	Various	5-10%		Mar 17 1969	May 1 1969	1	1
N.J. College of Med. & Dent.	6	6	Various	Med. Rec. Clerks	Various	5-10%		May 5 1969	May 29 1969	1	1
McGraw-Edison	5	5	Entry Level	Mech. Assem.	Various	5-8%		May 13 1969	May 23 1969	1	1

Contract No: 82-34-68-19

Schedule D-1a

Skill Achievement Institute

Operations Control Report

Summary of Training Activities

City Newark (Cont)

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Consortium-Drug Co.	18	I.P.	Various	Lab. Tech.	Various	5-10%		May 21 1969	I.P.	1	1
Hoffman LaRoche	15	I.P.	Custodian	Chem. Oper.	Various	5-8%		May 26 1969	I.P.	1	1

Contract No: 82-34-68-19

Skill Achievement Institute

Schedule D-2a

Operations Control Report

Summary of Training Activities

City Baltimore

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Baltimore City Public Schools	10	10	Food Svce. Helper-Int.	Food Svce. Helper-Perm.	63.60	72.33	Fitts	Jan 6 1969	Feb 14 1969	2	
Baltimore City Public Schools	10	9	Various	2nd Class Glaziers	Various	104.80	Green	Jan 13 1969	Feb 18 1969	2	
Johns Hopkins Hosp.	12	11	Group Leaders	Supervisors	70-108	72.80 112.32	Jackson	Jan 27 1969	Feb 19 1969	1	
Union Memorial Hospital	9	9	Various	Supervisors Food Service	68.80-90.00	90-100	Armstrong	Jan 20 1969	Mar 4 1969	2	
Holtite Mfg. Co., Inc.	8	8	Lab. Tech.	Senior Lab. Tech.	70-92	77-101.20	Thomas	Feb 3 1969	Mar 6 1969	1	

Contract No: 82-34-68-19 Skill Achievement Institute Schedule D-2a

Operations Control Report

Summary of Training Activities

City Baltimore

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
H.G. Parks	7	7	Packers	Scalers Stuffers Chub Machine Operators	110 118	119.20 131.20	Green	Mar 3 1969	Apr 3 1969	2	
Johns Hopkins Hospital	17	13	Nursing Assistant Trainees	Nursing Assistant I	64	68.40	Fitts	Mar 31 1969	Apr 20 1969	1	

Contract No: 82-34-68-19 Skill Achievement Institute Schedule D-2a

Operations Control Report

Summary of Training Activities

City Baltimore

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
L. Gordon & Son, Inc.	13	8	Corner Cutters	Machine Opr/Setter	66.40 72.00	76.40 86.40	Armstrong	Apr.22 1969	May 29 1969	1	2
Hochschild Kohn & Co.	8	6	Stock Handlers	Asst. Sect. Supv.	60.00 70.00	63.75 73.75	Thomas	Apr. 14 1969	May 15 1969	1	8
Provident Hospital	16	16	Dietary Aide	Food Svce. Supvs.	52.00 60.00	56.80 65.60	Fitts Green	Apr. 28 1969	May 29 1969	1	2
Johns Hopkins	5	5	Pharmacy Tech. I	Pharmacy Tech. III	74.00	93.60	Jackson	Apr. 17 1969	May 9 1969	1	2
Johns Hopkins	10		Housekeeping Asst. I	Housekeeping Asst. II	64.00	68.40	Thomas	IN PROGRESS		3	

Contract No: 82-34-68-19 Skill Achievement Institute Schedule D-3a

Operations Control Report

Summary of Training Activities

City Cleveland Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Art Metal Co IT & T (R)	4	4	Assembler	Advanced Assembler	86	92	Chappell Johnson	Nov 25 1968	Jan 7 1969		
	2	2	Material Handler	Order Filler	88	95-99					
	2	2	Sht.Metal Workers	Adv. Sht. Metal Wkrs	88-94	95-103					
	2	2	Spray Painters	Advanced Spray Painters	88-99	99-109					
Forest City Hospital	1	1	Cafeteria Worker	Cafeteria Supervisor	60	68	Payne/ Goldbeck	Dec 2 1968	Jan 11 1969		

Contract No: 82-34-68-19 Skill Achievement Institute Schedule D-3a

Operations Control Report

Summary of Training Activities

City Cleveland (Cont) Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Forest City Hospital	7	7	Nurse's Aide	Sr.Nurse's Aide	84	90	Payne/ Goldbeck	Dec 2 1968	Jan 11 1969		
	1	1	Orderly	Sr.Attend.	76	80					
	2	2	Hskpg. Aide	Sr. Hskpg. Lead G/M	66	90					
	2	2	Tray Girl	Sr. Tray Supervisor	69	70					
	3	3	Porter	Dietary Attendant	66-77	69-80					
				Sr. Hskpg. Lead M/G	66-77	69-80					

Contract No: 82-34-68-19 Skill Achievement Institute Schedule D-3a

Operations Control Report

Summary of Training Activities

City Cleveland (Cont.) Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Metropolitan General Hospital (R)	8	8	Porter II	Maint. Attendant II	185 bi-wk	214 bi-wk	Herman	Feb 14 1969	Mar 20 1969		
	2	2	Window Washers	Maint. Attendant II	199 bi-wk	214 bi-wk					
Giant Tiger "A"	12	12	Clerk	Advanced Clerk	66-88	71-93	Johnson	Mar 3 1969	Apr 7 1969		
	1	1	Porter	Advanced Porter	103	108					
Giant Tiger "B"	13	13	Clerk	Advanced Clerk	64-84	69-88	Goldbeck	Mar 3 1969	Apr 2 1969		
	2	2	Stock Man	Lead Stock Man	65-70	69-74					

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Operations Control Report

Summary of Training Activities

City Cleveland (Cont.) Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Cole National Corp.	1	1	Stock Clerk	Lead Stock Clerk	88	94	Chappell	Mar 10 1969	Apr 10 1969		
	1	1	Maint. Man II	Maintenance Man I	94	102					
	1	1	Rec. Clerk Lead Man	Sr. Lead Man	100	104					
	1	1	LNS Packager	Adv. Packager	90	94					
	1	1	Machine Feeder	Key Inspector	104	110					
	1	1	Order Filler II	Order Filler I	74	80					

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Operations Control Report

Summary of Training Activities

City Cleveland (Cont.)

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Cole National Corp.	1	1	Key Bucket Operator	Unit Packaging Operator	76	80	Chappell	Mar 10 1969	Apr 10 1969		
	1	1	Order Filler III	Order Filler II	70	76					
Eagle Laundry	1	1	Laundry Laborer	Assistant Washman	68	76	Herman	Apr 17 1969	May 21 1969		
	3	3	Laundry Laborer	Head Checkers	54	60					
	4	4	Laundry Laborer	Packers	50-62	56-74					
Stouffer Foods - Inn Div.	5	5	Dish-washers	Group Leader	60-75	75-93	Payne	Apr 21 1969	May 27 1969		

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Operations Control Report

Summary of Training Activities

City Cleveland (Cont.) Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Stouffer Foods - Inn Div.	1	1	Bus Boy	Group Leader	86	108	Payne	Apr 21 1969	May 27 1969		
	8	8	Sanitation Helpers	Various	2.43 to 2.62 per hr.	8%	Payne	May 19 1969			
The Call & Post	12	12	Various	Various	Various	10%	Chappell	May 19 1969	Jul 7 1969		
Cook United Company	10	10	Cashier	Advanced Cashier	Various	10%	Herman/ Johnson	May 22 1969			

Contract No: 82-34-68-19

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Skill Achievement Institute

Operations Control Report

Summary of Training Activities

City Cleveland (Cont)

Date May 31, 1969

ORGANIZATION	TRNE	GRAD	OLD JOB TITLE	NEW JOB TITLE	OLD $/WK	NEW $/WK	TRAINER	HIT BEGIN	HIT END	# CO TRNR	SUPV
Forest City Hospital	9	9	Employee Relations Committee	Employee Relations Committee	N.A	N.A	Rowe	Oct 30 1968	Jan 15 1969		
American Screw Products	10	10	Various	Various	Various	10%		Jun 4 1969			

APPENDIX E

t-TESTS

TABLE 7

COMPARISONS BETWEEN TRAINEES AND NON-TRAINEES PRIOR TO AND AFTER HIT ON CHANGE ITEMS*

		BEFORE HIT			AFTER HIT		
Item	Subjects	N	Mean	Level of Significance	N	Mean	Level of Significance
Perceived Importance of Job							
Perceived importance of job relative to others	Trainees	41	1.37		39	2.10	
	Non-Trainees	44	1.50		27	1.56(+)	***
Perceived importance of job from supervisor's perception of it	Trainees	43	1.37		39	1.26	
	Non-Trainees	44	1.48		26	1.35	
Perceived importance of job from others' perception of it	Trainees	43	1.79(+)		41	1.76	
	Non-Trainees	44	2.43	***	27	2.04	
If job lends a feeling of being somebody or nobody	Trainees	43	1.33		38	1.16	
	Non-Trainees	44	1.39		27	1.30	
Job Interest							
Degree of intrinsic job interest	Trainees	43	1.61		41	1.46	
	Non-Trainees	40	1.73		27	1.74	
Extent work would be missed if transferred	Trainees	42	2.55		21	2.38(+)	
	Non-Trainees	44	2.41		27	2.93	*
Adequacy of pay	Trainees	43	3.61		41	3.27(+)	
	Non-Trainees	44	3.57		27	3.56	*
Attitudes Toward Supervisor							
Perception of the supervisor's knowledge of supervisory position	Trainees	43	1.16		41	1.12(+)	
	Non-Trainees	41	1.24		27	1.37	*
Perception of supervisor's racial prejudice	Trainees	43	2.98		41	3.02	
	Non-Trainees	42	2.95		27	2.96	
Perception of supervisor's fairness toward workers	Trainees	40	2.88		41	2.85	
	Non-Trainees	42	2.67		27	2.78	
Perception of the supervisor's acceptance of worker's ideas	Trainees	40	2.10		41	2.15	
	Non-Trainees	41	2.29		26	2.39	
Perception of supervisor as an effective communicator	Trainees	43	2.07(+)		41	1.98	
	Non-Trainees	44	3.21	***	27	1.96	
Peer Relations							
Perception of racial discrimination among peers	Trainees	43	3.05		41	2.61	
	Non-Trainees	43	2.86		27	2.93(+)	*
Perception of peers' interest in worker as a person	Trainees	43	1.86		21	1.91	
	Non-Trainees	44	2.02		27	2.26	
Perception of peer dependability when worker has trouble	Trainees	43	2.84		41	3.95(+)	
	Non-Trainees	44	2.86		27	2.96	***
Extent peers would be missed if worker transferred	Trainees	43	1.72		41	1.76(+)	
	Non-Trainees	44	1.82		27	2.11	*
Frequency of communication with peers regarding community events	Trainees	43	2.49		41	2.38	
	Non-Trainees	43	2.21		27	2.52	
Frequency of personal communication with peers	Trainees	43	2.98		41	2.81	
	Non-Trainees	44	3.21		27	3.19	
Frequency of communication with peers regarding job-related matters	Trainees	41	2.88		41	2.29(+)	
	Non-Trainees	43	2.79		27	3.26	***
Job Aspirations							
View of chances of a better job in the organization	Trainees	42	2.21(+)		41	2.12	
	Non-Trainees	43	2.63	*	25	2.20	
Involvement With the Company							
Evaluation of the work pacing	Trainees	42	2.12		41	2.02(+)	
	Non-Trainees	43	2.36		26	2.42	*
Evaluation of the safeguards provided against accidents	Trainees	42	2.02		41	2.22(+)	
	Non-Trainees	43	2.42	**	27	2.59	*
Evaluation of cleanliness of work area	Trainees	43	2.28(+)		41	2.29	
	Non-Trainees	44	2.61	*	27	2.33	
Evaluation of lighting in work area	Trainees	43	1.74(+)		41	1.88	
	Non-Trainees	44	2.16	**	27	1.96	
Reading of bulletin board	Trainees	43	1.91		41	1.88	
	Non-Trainees	44	1.75(+)	**	27	1.93	
Frequency of newspaper reading	Trainees	43	1.42		41	1.54	
	Non-Trainees	44	1.32		27	1.52	
Perceived need for improvement of operations	Trainees	43	0.84		41	0.90	
	Non-Trainees	44	0.48(+)	***	27	0.82	
Evaluation of machinery for the job	Trainees	43	2.40(+)		41	2.37	
	Non-Trainees	44	2.75	**	27	2.56	
Educational Aspirations							
Educational aspirations and extent of behavior toward realizing them	Trainees	40	1.93		41	1.93	
	Non-Trainees	40	1.80(+)	*	24	1.79	

* Two tailed t tests
No asterisk: Not significant
*: .10
**: .05
***: .01
(+): indicates more favorable

TABLE 8

COMPARISONS BETWEEN TIME PERIODS: PRIOR TO AND AFTER HIT FOR TRAINEES AND NON-TRAINEES ON CHANGE ITEMS

		TRAINEES			NON-TRAINEES		
	Time Period	N	Means	Level of Significance Of Difference	N	Means	Level of Significance Of Difference
Perceived Importance of Job							
Perceived importance of job related to others	Before	38	1.37(+)		26	1.38	
	After	38	2.08	***	26	1.54	
Perceived importance of job from supervisor's perception of it	Before	38	1.38		25	1.38	
	After	38	1.26		25	1.32	
Perceived importance of job from others' perception of it	Before	40	1.78		26	1.96	
	After	40	1.75		26	2.04	
If job lends a feeling of being somebody or nobody	Before	37	1.30		26	1.54	
	After	37	1.16		26	1.27(+)	*
Job Interest							
Degree of intrinsic job interest	Before	40	1.63		26	1.77	
	After	40	1.43		26	1.73	
Extent worker would be missed if transferred	Before	21	2.59		26	2.62	
	After	21	2.38		26	2.96	
Adequacy of pay	Before	40	3.60		26	3.73	
	After	40	3.25(+)	**	26	3.58	
Attitudes Toward Supervisor							
Perception of the supervisor's knowledge of supervisory position	Before	40	1.18		23	1.29	
	After	40	1.10		23	1.38	
Perception of supervisor's racial prejudice	Before	40	2.95		24	2.79	
	After	40	3.03		24	3.00	
Perception of supervisor's fairness toward workers	Before	37	2.86		25	2.40	
	After	37	2.85		25	2.77(+)	**
Perception of supervisor's acceptance of worker's ideas	Before	37	2.08		24	2.50	
	After	37	2.13		24	2.50	
Perception of supervisor as an effective communicator	Before	40	2.00		26	1.85	
	After	40	1.95		26	1.96	
Peer Relations							
Perception of racial discrimination among peers	Before	40	3.03(+)		25	2.72	
	After	40	2.58	***	25	2.92	
Perception of peers' interest in worker as a person	Before	21	1.85		26	2.04	
	After	21	1.90		26	2.27	
Perception of peer dependability when worker has trouble	Before	40	2.85		26	2.88	
	After	40	3.93(+)	*	26	2.96	
Extent peers would be missed if worker transferred	Before	40	1.78		26	1.85	
	After	40	1.75		26	2.12	
Frequency of communication with peers regarding community events	Before	21	2.48		26	2.19	
	After	21	2.38		26	2.50	
Frequency of personal communication with peers	Before	21	2.95		26	3.08	
	After	21	2.81		26	3.19	
Frequency of communication with peers regarding job-related matters	Before	21	2.67		25	2.80(+)	
	After	21	2.29		25	3.27	*
Job Aspirations							
View of chances of a better job in the organization	Before	39	2.23		24	2.73	
	After	39	2.13		24	2.21(+)	*
Involvement With the Company							
Evaluation of the work pacing	Before	40	2.15		25	2.31	
	After	40	2.03		25	2.44	
Evaluation of the safeguards provided against accidents	Before	39	2.08		26	2.54	
	After	39	2.25		26	2.62	
Evaluation of cleaniness of work area	Before	40	2.08		26	2.62	
	After	40	2.28		26	2.35	
Evaluation of lighting in work area	Before	40	1.80		26	1.96	
	After	40	1.83		26	1.88	
Reading of bulletin board	Before	40	1.90		26	1.69(+)	
	After	40	1.90		26	1.92	**
Frequency of newspaper reading	Before	40	1.40(+)		26	1.38	
	After	40	1.55	*	26	1.50	
Perceived need for improvement of operations	Before	40	0.78		26	0.96	
	After	40	0.90		26	0.81(+)	*
Evaluation of machinery for the job	Before	40	2.43		26	2.50	
	After	40	2.38		26	2.58	
Educational Aspirations							
Educational aspirations and extent of behavior toward realizing them	Before	37	1.92		23	1.76	
	After	37	1.93		23	1.78	

* Two tailed *t* tests
No asterisk: Not significant
*: .10
**: .05
***: .01
(+): Indicates more favorable

TABLE 9
MATRIX OF FACTOR COEFFICIENTS, OBLIQUE (OBLIMAX) ROTATION, PHASE I, TRAINEES (N=43)

VARIABLE NUMBER	QUESTION NUMBER *	SUBJECT	FACTOR								
			I.	II.	III.	IV.	V.	VI.	VII.	VIII.	COMMUN-ALITIES
.051	108	Evaluation of ventilation in work area	.6045	.0255	.1954	.1768-	.2079	.1198-	.1016	.1845-	.5815
058	120	Frequency of interaction with management or administration during average week	.5520	.0706	.0443	.3883-	.1731-	.0101-	.0947	.2506-	.3604
017	68	Worker's perceived importance to the organization	.5482-	.1639-	.0941-	.4833	.0710	.1469	.0986-	.5024	.5876
047	104	Evaluation of quantity of machines or equipment provided	.4733	.3306	.0203-	.0884-	.0509	.1829	.0262	.2873	.7902
046	103	Evaluation of condition of machines or equipment provided	.4608	.2546	.0597-	.1455-	.1013	.1483	.0067	.3008	.8206
035	89	View of chances for promotion in the organization	.4498	.0188-	.2488-	.1874-	.0267	.0240	.2808	.0983-	.4529
055	113,114	If knowledge of organizational events obtained from organization newspaper	.4483	.2001	.0725	.1337	.0190	.0080-	.2192	.3197-	.6001
012	61	Evaluation of wages	.4272	.0633	.0596-	.0490	.0616	.0024-	.3569	.2347-	.3930
049	106	Evaluation of cleanliness of work area	.3129	.1666	.1832	.0282-	.0944-	.0857-	.0041	.1434-	.2504
062	144	View of unions as bettering working conditions	.0290	.6955-	.2688	.0476-	.0932-	.0969-	.2743	.1118-	.8134
063	145	View of unions as supporting bosses more than union members	.1931	.6029	.5011-	.0682-	.1865	.1256	.0933	.1007-	.8302
059	126	Union membership status	.1839-	.5899-	.1200	.1283-	.2044	.1842	.0636	.1841-	.4741
037	90	Uses promotion of former peers as gauge for chances of promotion	.1761	.4911	.0034	.0364	.1236	.1981	.0506-	.2029-	.5690
034	88	How problems with supervisor would be solved	.1271	.4844	.0986-	.1540	.0020	.1503-	.0947-	.2446	.2748
056	115,116	If knowledge obtained about organization events from bulletin board	.3303	.4350	.1843-	.3917-	.0651	.0667-	.0732	.2381-	.5704
061	143	View of whether unions not helping, only collecting dues	.0520-	.3964	.2588-	.2132	.3197	.0296-	.0228-	.1446	.2947
053	111	Evaluation of locker facilities provided	.0365	.2297	.1022-	.0585	.1343	.0790	.1845-	.1965	.2652
057	119	If departmental meetings held for workers	.0474-	.3872-	.5706	.0380	.0163-	.1261	.2720-	.1685-	.3914
066	177	Frequency of work fatigue preventing enjoyment of family	.1005-	.0842-	.5314	.3035	.0912	.2749	.2119-	.2054-	.4547
070	216	Frequency of newspaper reading	.0242-	.1552	.5290-	.0129-	.1551	.1528-	.3663	.0278	.3524
004	22	Promotion experience within organization	.0455-	.0882	.4509-	.0539-	.0523-	.0818	.1651	.2178	.3228
036	90	Uses own promotion experience as gauge of chances for promotion	.2034-	.0644	.4479-	.0947	.1017-	.0986	.1126	.2020	.3559
045	102	Evaluation of the work pacing	.0734	.0291	.3770-	.0240-	.0625-	.1067	.1555	.2252	.3940
002	13	Length of employment with organization	.0313	.0594-	.3055	.0946-	.0957-	.0433	.0713-	.0620-	.2081
031	85	Perception of supervisor's understanding when a worker is feeling low	.3476-	.3441	.0609	.7059	.0042	.0007-	.2662-	.4517	.5907
027	81	Perception of the supervisor's knowledge of the supervisory position	.2326-	.1257	.2036	.6436	.0250-	.1781	.1772-	.1970	.5463
032	86	Perception of the supervisor's interest in workers	.0057-	.2301-	.0180	.4360-	.4002	.0587	.0584	.4176-	.6426
029	83	Perception of supervisor's fairness toward workers	.0626	.0762-	.0829	.4108-	.1259	.0335	.0331-	.2971-	.3659
030	84	Perception of the supervisor's acceptance of workers' ideas	.0377	.0409	.1157-	.3964	.1909	.1838-	.0521	.1920	.5490
018	69	Perception of own expendability as a worker	.0814	.0112-	.1421-	.3498-	.0866	.1523-	.1771-	.2258	.4176
003	17	Length of employment at present position	.1485-	.2781	.0585-	.3414	.0654	.0506-	.1732-	.0097	.3430
042	91	Skill level of job most aspired to within the organization relative to present job skill	.1638-	.1300	.0135	.2096	.0916-	.0115-	.1162	.1998	.3425
024	76	Perception of peer dependability when worker has trouble	.0576	.0066-	.0051-	.0150	.7513	.0216	.0458	.3486-	.6640
025	77	Perception of racial discrimination among peers	.0937	.0659	.0042-	.0479-	.7021	.1040-	.0185	.2429-	.5330
050	107	Evaluation of lighting provided in work area	.1996	.1983-	.2024	.0320-	.4168-	.0659-	.1056-	.3154	.7223
028	82	Perception of supervisor's racial prejudice	.1105-	.0243-	.0284	.2358-	.4120	.0548	.0514	.1386-	.6188
065	175	Perceived possibility of job being automated	.1487	.1132-	.2597	.1086	.3880	.1087-	.1557	.3265-	.4772
020	72	Frequency of communication with peers regarding community events	.0129	.1281	.1713	.1467	.2272	.1308-	.0148	.1888	.4018
008	54,55	Similarity to present position of job aspired to without trainingoutside organization	.0810-	.2494-	.0583	.0658	.1784-	.7234	.1675	.2461-	.6202
068	211	Voting intentions for next regular election	.0403	.1066-	.1009	.1350-	.0930	.5754	.0772-	.0269	.5987
007	54,55	Skill level of job aspired to outside of organization without training relative to present job	.0155-	.0163-	.0163-	.1013	.0780	.5127-	.0327	.0210	.3947
009	58	Perceived importance of job relative to others	.0201-	.0738-	.0571	.1623	.0442-	.4727	.0802	.2849	.5190
011	60	Perceived importance of job from others perception of it	.1826-	.1019-	.0021-	.1308	.0576	.4575	.0220-	.2694	.4510
044	97	Perceived need for improvement of operations	.1723	.0091-	.3419	.1191	.2184	.4513	.0629	.3150-	.4662
022	74	Extent peers would be missed if worker transferred	.0416-	.0053	.0354	.0406	.3651-	.4490	.0354	.2806	.4923
013	63	Extent work would be missed if transferred	.2082	.0013-	.0399	.1384	.3191-	.3826	.1561	.1479	.5417
015	66	Degree of intrinsic job interest	.0492	.1931-	.0260	.2426	.0299-	.3589	.0407	.1049	.6493
005	50,51	Skill level of job aspired to without training within the organization relative to present job skill	.0963	.0369-	.0937-	.0294-	.0438-	.3431-	.2524	.1056	.3805
040	90	Uses own qualifications as gauge for chances of promotion	.2132	.1196-	.0649	.1677-	.0348	.3270-	.0087-	.1681-	.2257
001	12	Description of general condition of health	.2447-	.0087-	.2586-	.0694	.0742-	.2934-	.0425-	.2477	.2397
006	50,51	Similarity to present position of job aspired to inside the organization without training	.0908-	.3292	.3392	.0959	.0041	.1123	.6525-	.1463	.6111
041	90	Gauges chance for promotion on existence of vacancies	.4042-	.0499-	.2566	.1493	.1013-	.0259-	.5192-	.2679	.3390
060	142	View of unions as very good for country	.0117-	.4195-	.1110-	.0422-	.1928	.0087-	.5187	.1909-	.5473
052	110	Evaluation of the amount of noise in work area	.2728	.0325	.0872-	.1668-	.0616	.0703	.3967	.1758-	.2841
023	75	Perception of peers' interest in worker as a person	.1229-	.0935	.1107	.0671	.3114	.0965-	.3937-	.3842	.4405
067	178	Extent of communication with family about work	.0917	.0784-	.1971-	.1085-	.0895-	.1321	.3721	.1976-	.1804
069	215	Interest in prospective club membership	.0707	.0169-	.0628	.0343	.0734-	.1025	.3247	.1171-	.3502
014	64	Extent job helps worker forget personal problems	.1198	.1063	.2515	.1486-	.2767-	.2593	.3067-	.0638-	.3923
039	90	Uses organization's policy as a gauge of chances for promotion	.1048-	.1808-	.0422-	.0419-	.1741	.2200	.2519	.0105	.3130
026	80	Extent supervisor would be missed if worker transferred	.0413	.0787-	.0985	.1568	.1051	.0559	.1753-	.1647	.3820
021	73	Frequency of communication with peers regarding job-related matters	.1444-	.1874	.1686-	.0975-	.1066-	.0201-	.1447-	.5157	.4874
010	59	Perceived importance of job from supervisor's perception of it	.0117-	.1398-	.0240-	.0004	.0621-	.2058	.1602-	.4523	.7772
016	67	If the job lends a feeling of being somebody or nobody	.1454	.0724	.0205-	.1477	.0576-	.1363	.0361-	.4208	.5933
054	112	Evaluation of the cleanliness of the rest room	.0485	.0306	.1320-	.1262-	.1734	.2647	.0546	.3716-	.4300
043	91	Similarity to present position of job most aspired to within the organization	.1153	.3028-	.2584	.2236-	.1965	.0422	.1732-	.3561-	.3711
064	148,150	Educational aspirations and extent of behavior toward realizing them	.1045	.3185-	.0592-	.1163-	.2910-	.2791-	.0410-	.3384	.8307
033	87	Perception of supervisor as an effective communicator	.1764	.0581-	.1764-	.0084	.0082-	.1639	.1486	.3296	.6025
048	105	Evaluation of the safeguards provided against accidents	.1038	.0297-	.0506	.1019-	.0578	.1691-	.2461-	.2972	.3951
019	71	Frequency of personal communication with peers	.0635-	.0889	.0055-	.1756-	.1108-	.1295	.0367-	.2301	.3580
038	90	Uses supervisor's attitude as a gauge for chances for promotion	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000
		Variance accounted for by each factor	5%	5%	4%	5%	4%	5%	4%	6%	47%

* Worker Interview Schedule, Phase I

APPENDIX F

INTERVIEW SCHEDULES

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WORKER INTERVIEW, PHASE I

I'd like to begin by asking you some questions about yourself.

1. What is your marital status?
2. Where were you born?
3. Was it in a small town, a farm or a city?
4. How old were you on your last birthday?
5. Is your husband/wife working?
6. Who is the main support of your family?
7. How many people do you (and your husband/wife) support including yourself (and husband/wife)?
8. What was your husband's/wife's average weekly income, before deductions, for the past 12 months?
9. How much do you make an hour?
10. On the average about how much is your take-home pay for a week? (after taxes)
11. How much take-home pay each week do you need now just to get along?
12. How would you describe your general condition of health? (excellent; good; fair; poor)

Now I'd like to ask you some questions about the type of work you have been doing here.

13. How long have you worked for this organization?
14. What department do you work in?
15. What is your job called?
16. What do you do exactly?

17. How long have you been working on the job you have now?

18. How did you learn to do the job you are now doing?

19. How long did the training last?

20. Who was assigned to teach you to do the job?

21. How good do you feel the training was in preparing you to do the job? (excellent; good; fair; poor)

22. Have you ever been promoted since you've been working for this company/organization?

23. How do you feel about the change? Is the job you have now better or worse than the other job? (much better; a little better; same; a little worse; much worse)

24. Why do you feel this way?

Let me ask you now some questions about other jobs you may have had before coming to work here including military service.

25. Did you have a full-time job before this one? (If previous job was temporary, ask questions regarding that job and indicate. If unemployed, ask regarding last job before unemployment and indicate)

26. Why weren't you working?

27. What was the job called?

28. What did you do exactly?

29. What type of company/organization was it?

30. How did you learn to do your job there?

31. How long did the training last?

32. Who was assigned to teach you to do the job?

33. How do you feel about the last job you had there in comparison to the one you had when you first came here. Is the job you had when you first came here better or worse than that other job? (much better; a little better; same; a little worse; much worse)

34. How long did you work there?

35. Did you have a full-time job before that? (if previous job was temporary, ask questions regarding that job and indicate)

36. Why weren't you working?

37. What was the job called?

38. What did you do exactly?

39. What type of company/organization was it?

40. How did you learn to do your job there?

41. How long did the training last?

42. Who was assigned to teach you to do the job?

43. How long did you work there?

44. Did you have a full-time job before that? (If previous job was temporary, ask questions regarding that job and indicate)

45. What was the job called?

46. What did you do exactly?

47. What type of company/organization was it?

48. Of all the jobs you have had, including the one you have now, which did you like best?

49. Which of these methods/agents have you used to find work? (Check as many as are appropriate) (state employment service; union; fee-paying employment agency; community agency; want ads in paper; friends or relative; random application; school placement service; other)

I'd like to ask you now some questions about other jobs you might feel you could do.

50. Is there another job in this organization that you would like to have and feel you could do right now with little or no training?

51. Which job is that?

52. Why do you feel you could do it?

53. Have you ever tried to get the job?

54. Is there another job outside this organization that you would like to have and feel you could do right now with little or no training?

55. Which job is that?

56. Why do you feel you could do it?

57. Have you ever tried to get the job?

Now I'd like to ask you a few questions about how you feel about your job and the people you work with here.

58. Think about the job you are now doing in comparison with the other jobs that other people are doing the company/organization. How important would you say your job is in the company/organization? (very important; important; slightly important; unimportant) (Responses same for questions 58-60)

59. From the way your supervisor talks about your job, how important would you say the job is to the company/organization?

60. From the way other people in the company/organization outside your department act about your job, how important would you say the job is?

61. Do you think that for the kind of work you do here the pay is high, low or about right? (very high; high; about right; low; very low)

62. Do you think that in another organization like this one, you would be paid more, less or the same for the kind of work you do here? (much more; more; same; less; much less)

63. If you were transferred to another job in the organization, would you miss the kind of work you are doing here? (a great deal; somewhat; a little bit; not at all; responses same for questions 63 and 64)

64. When you have small problems and worries about things outside the job, do you find that the work you do helps you forget them?

65. How often while you are working do you think about other kinds of work you would rather be doing? (very often; often; sometimes; rarely; never)

66. For the most part how interesting would you say your job is? (very interesting; somewhat interesting; somewhat boring; very boring)

67. For some people the kind of work they do makes them feel like a somebody; for other people the work they do makes them feel like a nobody. Does the work you do make you feel like a somebody or nobody?

68. For the most part, do you think that you as a person are important to the company/organization or that you are just another worker?

69. How difficult do you feel it would be to replace you as a worker? (very difficult; difficult; not too difficult; no difficulty at all)

70. When you have problems or worries about things to do with your job, whom do you talk to most about them?

71. How often do the people you work with ask your advice about personal things? (very often; often; sometimes; rarely; never; responses same for 71-73)

72. How often do the people you work with talk to you about things that are happening in the greater (Newark, Baltimore, Cleveland) area?

73. How often do workers ask your advice about things to do with their job?

74. If you were transferred to another department, would you miss the people you work with now? (a great deal; somewhat; a little bit; not at all)

75. Do you think your co-workers really care for you as a person? (all; most; some; none)

76. Tell me if you agree or disagree with this statement. When things are going bad, you can't count on your co-workers to lend you a hand. (strongly agree; agree; disagree; strongly disagree; responses same for questions 76-77)

77. How about this statement, do you agree or disagree? What a person's race is makes a difference as to who is going to be friendly with him around here.

78. When you have problems or worries about personal things, not having anything to do with your job, how often do you talk about them with other workers?

79. What do you call the person you get your orders from? What is his/her title?

80. Supposing you were transferred to another department in the company/organization, would you miss your ______(Title)______? (a great deal; somewhat; a little bit; not at all) (Responses same for questions 80-81)

81. How much do you think your ____(Title)____ knows about his/her job?

If you were to describe your ____(Title)____ would you say:

82. His/her workers' race makes a difference to him/her? (strongly agree; agree; disagree; strongly disagree) (Responses same for questions 82-87)

83. He/she treats some workers better than others?

84. He/she likes to get ideas about how things can be improved from his/her workers?

85. He/she is understanding when a worker is feeling low?

86. More interested in himself/herself than his/her workers?

87. You always know what your ____(Title)____ wants from you as a worker?

88. If you had some problem with your ____(Title)____ what are some of the things you might do to solve it?

89. In general, what do you think are your chances of getting a better job here?

90. Why do you say that?

91. Of all the jobs that you know about in this company/organization, which would you like most to have?

92. Why would you like to have the job?

93. Do you think you could ever get it? (very likely; somewhat likely; 50 - 50 chance; somewhat unlikely; very unlikely)

94. What do you think is more important in considering someone for a better job: Senority or ability to do the job? (senority; both; ability to do the job; other (specify))

95. As far as you know or feel, what has been this company's/organization's pratice in this respect? (Responses same as question 94)

96. If you got a job in another company/organization, would you miss the company/organization? (a great deal; somewhat; a little bit; not at all)

97. Do you feel that the way things are done here could be improved?

98. What things, for example, do you feel could be improved?

99. What have you done about your ideas?

I'm going to read a list of things that workers are concerned about. Please tell me how you rate these, in general, according to your experience here:

100. The number of things you have to do on your job? (too many; too few; about right)

101. Would you say the work is paced for you during an average day? Is it fairly even throughout the day or uneven with rush periods and quiet periods?

102. How would you rate this pacing? (very good; good; fair; poor; very poor) (Responses same for questions 103-109)

103. The condition of the machines or equipment you have to use?

104. The number of machines or amount of equipment you have to do the job?

105. The safeguards you have against accidents?

106. The cleanliness of your work area?

107. The lighting you have to work with?

108. The ventilation in your work area?

109. The way your work area is laid out?

110. The amount of noise in your work area? (a great deal; some; a little bit; not at all)

111. Locker facilities provided? (very good; good; fair; poor)

112. Cleanliness of rest room? (Responses same as for question 111)

113. Is there a company newspaper or anything like that here?

114. Do you find that you learn a lot about the important things that are happening around here through it? (a great deal; some; a little bit; not at all; (Responses same for question 115-116)

115. Is there a bulletin board here for workers?

116. Do you find that you learn a lot about the important things that are happening around here from the bulletin board?

117. From whom would you say you learn the most about what's happening in your department?

118. How do you learn about these things?

119. Are periodic meetings held in your department?

120. How often during a normal week do you get to talk with one of the people from management/administration? (very often; often; sometimes; rarely; never)

121. Are there other shifts here?

122. Do you know what's happening with the workers on the other shifts? (a great deal; some; a little bit; nothing at all)

123. How do you find out about what's happening?

I'd like to turn now and ask you some questions about your experience with unions and how you feel about them.

124. Is there a union in this company/organization now?

125. Was there ever a union here?

126. Are you a member of a/the union at this time?

127. How long have you been a member?

128. Is there a pension plan here?

129. Who contributes to it?

130 Is there a health plan here?

131. Who contributes to it?

132. How do you find out about the things you do know?

133. How often do you go to union meetings? (all or almost all meetings; 75%; 50%; 25%; 0% of the times)

134. Have you voted in union elections?

135. Why haven't you?

Now, I'd like to ask you some questions about your shop steward.

136. Do you know how your shop steward got his/her job as shop steward?

137. How did he/she get the shop steward's position?

138. As you see it, what are some of the main things that the shop stewart does?

139. How important do you think the shop steward's job is? (very important; important; slightly important; unimportant; very unimportant)

140. Do you agree or disagree that you are getting good representation? (strongly agree; agree; disagree; strongly disagree)

141. How often do you get to talk with the shop steward?

I'm going to read a few statements to you about unions. Please tell me whether you agree or disagree with them and how much. (Responses for 142-145 are same as for question 140)

142. Unions are good for this country.

143. Unions don't help you: They just collect your dues.

144. Unions have helped better conditions for working people.

145. Unions stick up for bosses more than they do for their own people.

I'd like to ask you now some questions about your schooling and training you may have taken to learn to do a job.

146. What was the last grade of school you finished?

147. What kind of course did you study in high school?

148. Have you ever thought about going on with school?

149. What are you thinking of studying?

150. Have you ever done anything about it?

151. What are you studying?

I'd like to continue now by asking you some questions about any training you may have had that was especially taken to teach you to do a job.

152. Did you ever learn to do a job in a training course run by a union?

153. How long did you study?

154. Did you ever learn to do a job in military service?

155. How long did you study?

156. Did you ever learn to do a job in a course given by the government?

157. How long did you study?

158. Did you ever take training to do a job by being in an apprentice program or in training classes run by a company/organization?

159. How long did you study?

160. Did you ever learn to do a job in a community center? (non-government project)

161. How long did you study?

162. Did you ever learn to do a job by taking a course through the mail?

163. How long did you study?

164. Did you ever learn to do a job in a special school, such as a business school, IBM, or barber school?

165. How long did you study?

I'd like to continue by asking you a few more questions about training. Let's suppose a training program were given here so that workers like yourself could learn to do another type of job.

166. How interested would you be in taking part in it? (very interested; interested; slightly interested; not interested)

167. How soon would you be willing to start in such a training program if it were given?

168. If the training program meant that you would be trained to be a leader of some workers, how interested would you be? (Responses same as for question 166)

169. If the training program meant that you would be trained for a more skilled job than you are now doing, would you be interested?

170. Which kind of training program would you be more interested in?

171. How interested would you be if you had to boss some of the people you now work with? (very interested; interested; slightly interested; not interested) (Responses same for questions 172 and 173)

172. If you had to leave the people you work with?

173. If it meant that you had to stay after regular work hours without pay for the training program?

174. As far as you know, does this company/organization have any training program you might be able to take part in?

175. In many places machines are taking over the jobs people use to have. Do you think this could ever happen to you? (very possible; some possibility; little possibility; no possibility)

176. If it did happen, what would you do?

177. How often do you find that you come home too tired to enjoy doing things with your family? (very often; often; rarely; never; responses same for questions 177-181)

178. Do you talk with your family about things you have done or have happened to you on the job?

179. Do you talk about your worries at work with your family?

180. Does your family suggest how to solve problems or worries that may come up at work?

181. Do you talk with your family about what kind of work you would like to do in the future?

In the last few minutes I'd like to ask you a few questions about where you are living and where you have lived.

182. Do you own your own home or do you rent?

183. Where do you live now?

184. What do you call the area where you live?

185. How long have you lived at your present address?

186. Where did you live before moving to your present address?

187. How long did you live there?

188. Why did you move?

189. Where did you live before then?

190. How long did you live there?

191. Where did you live before then?

192. How long did you live there?

193. If you decided to move from where you live now, what kind of a neighborhood would you like to live in? (all white; mixed, both negro and white; all negro; other)

194. Why do you feel this way?

195. Supposing you had to move away from (name of community) within the next few weeks, how would you feel about it?

196. What do you see as the three most serious problems in your community?

197. What do you think happens to a community that has had a riot? (the government tries harder to help it; the government tries less to help it; nothing changes one way or the other)

198. Besides what the government does, what else do you think happens to a community that has had a riot?

199. Do you think people who are arrested in riots for looting should be punished?

200. How should they be punished?

How would you rate the following things in your community? (responses- excellent, good, fair, poor, very poor; the same for questions 201-207)

201. The schools?

202. The police?

203. Parks and playgrounds?

204. Sanitation services? (garbage collection, etc.)

205. Health services? (hospitals, clinics, etc.)

206. Housing?

207. Public transportation? (trains and buses)

208. Are you registed to vote?

209. Did you vote in the last regular election?

210. Why not?

211. Do you intend to vote in the next regular election?

212. Why not?

213. Do you belong to any clubs or organizations such as a church group, parents' association, political club, community center, etc.?

214. Which club(s) do you belong to?

215. Are there any clubs or organizations you would like to to join?

216. How regularly do you get to read newspapres? (daily; a few times a week; once weekly; less than once weekly)

217. Which one do you like to read most?

SUPERVISOR INTERVIEW, PHASE I

1. What is your marital status? (married, never married; widowed, divorced; separated)
2. Where were you born?
3. Was it in a small town, a farm or a city?
4. How old were you on your last birthday?
5. Is your husband/wife working?
6. How many people do you (and your husband/wife) support including yourself (and husband/wife)?
7. What was your husband's/wife's average weekly income, before deductions, for the past 12 months?
8. What is your present weekly salary?
9. What is your average take-home pay for a week?
10. How long have you worked for this company/organization?
11. What department do you work in?
12. What is your job called?
13. What do you do exactly?
14. How long have you been working on your present job?
15. How did you learn to do your present job?
16. How long did the training last?
17. Have you ever been promoted since you've been working for this company/organization?
18. What was the precise title of the job you held?
19. What kind of work were you doing at that time?
20. How did you get this job?

21. In your present job, do you have the authority to hire a worker without having to get someone else's approval?

22. Do you have the authority to fire a worker without having to get someone else's approval?

23. How many people are you in charge of this week?

24. Of these people, how many have jobs that involve some supervision of other workers?

25. How many are working at skilled jobs whether in blue collar, clerical or service jobs?

26. How many are low-skilled manual, clerical or service workers?

Let me ask you now some questions about other jobs you may have had before coming to work here including military service.

27. Did you have a full-time job before this one?

28. What did you do exactly?

29. What type of company/organization was it?

30. How long did you work there?

31. Did you have a full-time job before that?

32. What was the precise title of the job?

33. What type of company/organization was it?

34. How long did you work there?

35. Did you have a full-time job before that?

36. What was the precise title of the job?

37. What did you do exactly?

38. What type of company/organization was it?

39. How long did you work there?

40. Which methods have you actually used to find work?

Now I'd like to ask you some questions about the people you supervise.

41. Think about the jobs of the low-skilled workers you are in charge of. How important would you say their jobs are in comparison with other jobs that other people are doing in the company/organization? (very important; slightly important; unimportant; very unimportant) (Responses same for questions 42 & 43)

42. Consider how the low-skilled workers in your department act toward their jobs, do you think they feel that the jobs they are doing are important?

43. From the way other people in the company/organization outside your department act toward these jobs, how important would you say they are?

44. Do you think that for the kind of jobs your workers have here the pay is high, low or about right. (very high, high, low, very low)

45. Do you think that in another company/organization like this one, they would be paid more, less or the same for the kind of work they are doing here? (much more, more, same, less, much less)

46. If you were transferred to another section or department in the company/organization, would you miss the kind of work you are doing here? (a great deal, somewhat, a little bit, not at all)

47. How often while you are working do you think about other kinds of work you would rather be doing? (very often, often, sometimes, rarely, never)

48. For the most part, how interesting would you say your job is? (very interesting, somewhat interesting, somewhat boring, very boring)

49. Do you think that in another company/organization like this one, you would be paid more, less or the same for this kind of work you do here?

50. For some people the kind of work they do makes them feel like a nobody? Does the work you do make you feel like a somebody or a nobody?

51. For the most part do you think that you as a person are important to the company/organization, or that you are just another employee?

52. If this question were asked of your low-skilled workers, how do you think most of them would answer? (important, just another worker)

53. If another job like yours was to open-up here, how difficult would it be fill it? (very difficult, difficult, not too difficult, no difficulty at all)

54. Why do you feel this way?

55. When you have problems or worries about things to do with your job, whom do you talk to most about them?

56. How often do your workers ask your advice about personal things? (very often, often, sometimes, rarely, never) (Responses same for question 57 & 58)

57. How often do they talk to you about things that are happening in the greater (Newark, Cleveland, Baltimore) area?

58. How often do your workers come to you with suggestions for improving things around here?

59. If you were transferred to another department, would you miss your workers? (a great deal, somewhat, a little bit, not at all)

60. Tell me if you agree or disagree with this statement. When things are going bad, you can't count on other foremen/supervisors to lend you a hand. (strongly agree, agree, disagree, strongly disagree) (Responses same for questions 61 and 62)

61. How about your workers? When things are going bad for one of them do you think he can count on his co-workers to lend him a hand?

62. Do you agree or disagree with this statement? A person's race makes a difference as to who is going to be friendly with him around here.

63. When you have problems or worries about personal things, not having anything to do with your job, how often do you talk about them with other foremen/supervisors? (very often, often, sometimes, rarely, never)

Now I would like to ask you some questions about yourself as a supervisor. However, I would like you to imagine yourself as the average low-skilled worker you are in charge of and answer the questions as you think he would about you if he were asked.

64. Supposing you were transferred to another department in the company/organization, would you miss your foreman/supervisor? (Remind respondent that he should respond as a typical worker about himself as a supervisor). (a great deal, somewhat, a little bit, not at all)

65. How much do you think your foremen/supervisor knows about his/her job? (Responses same as for question 64)

If you were to describe your foreman/supervisor would you say:

66. His/her workers' race makes a difference to him/her? (stron-ly agree, agree, disagree, strongly disagree) (Responses same for questions 66-71)

67. He/she treats some workers better than others?

68. He/she likes to get ideas about how things can be improved from his/her workers?

69. He/she is understanding when a worker is feeling low?

70. More interested in himself/herself than his/her workers?

71. You always know what your foreman/supervisor wants from you as a worker?

72. If a foreman/supervisor just starting out were to ask your advice about how to be a good foreman/supervisor, what are the important things you would tell him?

73. What do you think is more important in considering someone for a better job: seniority or ability to do the job?

74. What has been this company's/organization's practice in this respect?

75. If you got a job in another company/organization, would you miss the company/organization? (a great deal, somewhat, a little bit, not at all)

76. Do you believe the number of operations necessary to get the work done are too many, too few or about right?

77. How would you say the work is paced in your department/section? Is it fairly even throughout the day or uneven with rush periods and quiet periods?

78. How would you rate this pacing? (good, fair, poor, very poor)

79. The condition of the machines or equipment available? (very good, good, fair, poor, very poor, not applicable) (Responses same for questions 79-82)

80. The number of machines or amount of equipment available?

81 The safeguards against accidents? (Other than medical or health insurance).

82. The cleaniness of the department/section?

83. The lighting in the department/section? (very good; good; fair; poor; very poor) (Responses same for questions 84 and 85)

84. The ventilation in the department/section?

85. The way the department/section is laid out?

86. The amount of noise in the department/section? (a great deal; some; a little; none)

87. The locker facilities provided for the employees? (very good; good; fair; poor; very poor; not applicable; explain)

88. The cleaniness of rest room? (very good; good; fair; poor; very poor)

89. Is there a company/organization newspaper?

90. Do you find that you learn a lot about the important things that are happening around here from it? (a great deal; some; a little bit; not at all)

91. Is there a bulletin board here for supervisors?

92. Is it the same one for workers?

93. Do you find that you learn a lot about the important things that are happening around here from the bulletin board? (a great deal; some; a little bit; nothing at all)

94. Are periodic meetings held for foremen/supervisors?

95. From whom would you say you learn the most about what's happening in this company/organization?

96. From whom would you say the people you are in charge of learn most about what's happening in your department?

97. How often during a normal week do you get to talk with one of the people from management (other than immediate superordinate)? (very often; often; sometimes; rarely; never)

98. Are there other shifts here?

99. How do you find out about what's happening?

I'd like to turn now to some questions about the workers in your department.

100. How much do you think the low-skilled workers in your department care about the quality of the work they put out? (a great deal; some; a little bit; not at all) (Responses same for 101 and 102)

101. How much do you think these workers care about the quantity of work they put out?

102. How much care do you feel these workers give the machinery/equipment they work with?

103. Of the ________ low-skilled workers in your department how many, if any, do you feel have potential for doing higher skilled work in this company/organization?

104. How much do you feel you know about the union's activities in the shop? (a great deal; some things; a little bit; nothing)

Now, I'd like to ask you some questions about the shop steward for the union members in your department/section.

105. How important do you think the shop steward's job is? (very important; important; slightly important; unimportant; very unimportant)

106. Do you agree or disagree that the shop steward is the best person in the department for the job? (strongly agree; agree; disagree; strongly disagree)

107 How often do you get to talk with the shop steward about union matters? (daily; a few times during the month; at least once a month; less than once a month; not at all)

I'm going to read a few statements to you now about unions. Please tell me whether you agree or disagree with them and how much. (strongly agree; agree; disagree; strongly disagree)

108. Unions are good for this country.

109. Unions have helped get better conditions for working people.

110. Unions stick up for bosses more than they do for their own people.

I'd like to ask you some questions now about your schooling and training you may have taken to learn to do a job?

111. What was the last grade of school you finished?

112. What kind of course did you study in high school? (academic college preparatory; commerical or business; vocational or trade (specify))

113. Do you have a high school equivalency diploma?

I'd like to continue now by asking you some questions about any training you may have had that was taken especially to teach you to do a job.

114. Did you ever learn to do a job in a training course run by a union?

115. How long did you study?

116. Did you ever learn to do a job while in military service?

117. How long did you study?

118. Did you ever learn to do a job in a course given by the government?

119. How long did you study?

120. Did you ever take training to do a job by being in an apprentice program or in training classes run by a company/organization?

121. How long did you study?

122. Did you ever learn to do a job in a community center? (non-government project)

123. How long did you study?

124. Did you ever learn to do a job by taking a course through the mail?

125. How long did you study?

126. Did you ever learn to do a job in a special school, such as a business school, IBM, or barber school?

127. What job were you learning?

128. How long did you study?

Now, I'd like to continue by asking you some questions about the low-skill workers in your department/section and your feelings about their readiness for training.

129. As far as you know, does this company/organization have any training programs which low-skill workers could take part in?

130. Let's suppose a training program were given here so that low-skill workers here could learn to do other, more skilled work. How interested do you think the low-skilled workers you are in charge of would be in it? (very interested; interested; slightly interested; not interested)

131. How soon do you think they would be willing to start in such a training program if it were given? (immediately; sometime in the very near future; sometime later; not at all)

132. How interested do you think they would be if it were training to be a leader of some workers? (very interested; interested; slightly interested; not interested)

133. If the training was for a more skilled job than they have now? (Responses same as for question 132)

134. Which type of training program would they be more interested in?

135. How interested do you think they would be if they had to boss some of the people they work with now? (very interested; interested; slightly interested; not interested) (Responses same for questions questions 136 and 137)

136. If they had to leave the people they work with now?

137. If it meant that they had to stay after regular work hours without pay for the training program?

138. Do you think that workers taking part in a training program should be paid while they are training during their regular hours of work? (strongly agree; agree; disagree; strongly disagree)

139. Do you think that workers taking part in a training program should be paid for time they spend in the program after their regular working hours?

140. If a training program were started here, do you think it would have an overall effect that was beneficial, harmful, both, or no effect? (very beneficial; somewhat beneficial; neutral; no effect; somewhat harmful; very harmful)

141. What effect would it have on the quantity of work produced? (very positive; somewhat positive; neutral; no effect; somewhat negative; very negative)

142. What effect would it have on the quality of the work producted? (very beneficial; somewhat beneficial; neutral; no effect; somewhat harmful; very harmful) (Responses the same for questions 143-146)

143. What effect would it have on attendance?

144. What effect would it have on lateness?

145. What effect would it have on the workers' morale?

146. What effect would it have on workers' feelings about the company/organization?

147. How important do you think the job of (Target Job) is to the company/organization?

148. What do you think would happen if the job of _______ didn't exist or was not created?

Let's suppose a training program were started here to teach people to be ____________ (insert name of job for which a training program will be given.) From your knowledge of what such a job would involve, what would you say are the qualifications needed to do the job?
For example:

149. How much skill do you personally feel is needed to do this job? (a great deal; a moderate amount; a slight amount; hardly any; none) (Responses same for questions 150-152)

150. How much good judgment is needed?

151. How much manual dexterity is needed?

152. How much former work experience is needed?

153. What do you think is the least education a person would need for the job? (read categories) (few years of grammar school; completion of grammar school; junior high school; some high school; completion of high school; some college; completion of college)

154. In your opinion, must a person be able to read English to do the job? (if yes, ask: "how well?") (yes, very well; yes, moderately well; yes, barely; no)

155. Must a person be able to write English to do the job?

156. In your opinion, how well, must a person be able to speak English to do the job? Must he be able to speak very well; moderately well; just barely; or isn't it necessary to do the job?

157. What age do you think is best to do such a job? (16-19 years; 20-34 years; 35-44 years; 45-54 years; 55-64 years; 65 or over)

158. How important do you think age is to do the job? (very important; fairly important; barely important; not at all important)

159. Do you think a person who doesn't know much about the job of (target job) could become a good (target job) in five weeks of training? (very likely; somewhat likely; somewhat unlikely; very unlikely)

160. If there were jobs open above the lowest-paying jobs in the company/organization, how do you think they should be filled?

161. In many places machines are taking over the jobs people used to have. Do you think this could ever happen to you? (very possible; some possibility; little possibility; no possibility)

162. If it did happen, what would you do?

163. If you decided to move from where you live now, what kind of a neighborhood would you like to live in? (all white; mixed, both negro and white; all negro; other, specify)

164. Why do you feel this way?

165. Are you registered to vote?

166. Did you vote in the last regular election?

167. Do you intend to vote in the next regular election?

168. Do you belong to any clubs or organizations such as a church group, parents' association, political club, community center, etc.?

169. What club(s) do you belong to?

170. How regularly do you get to read newspapers? (daily; few times a week; once weekly; less than once weekly)

171. Which one do you like to read most?

MANAGEMENT INTERVIEW, PHASE I

I'd like to begin by asking you some questions about your company/organization.

1. How long has your company/organization been in business?
2. Does this company/organization have other branches?
3. Where are they located?
4. How many people are employed in the total company/organization?
5. How many people are employed here?
6. Of the people working here, how many are professionals; supervisors/foremen; skilled white collar; skilled blue collar; low skilled manual; low skilled clerical; low skilled service?
7. Is your production seasonal?
8. When is your busy period?
9. When is your slack period?
10. What happens to your workers during slack periods?
11. What is your company's/organization's policy regarding lay-off?
12. How would you describe the type of industry you are in?
13. How competitive would you say your industry is? (extremely competitive; somewhat competitive; slightly competitive; non-competitive)
14. How would you rate your company's dollar volume position within the industry?

15. How would you rate your company's profit rate in comparison with other companies in the industry? (excellent; good; average; fair; poor; (Responses same for question 16)

16. How would you rate your organization in comparison with similar service institutions in terms of the quality of services provided?

17. How would you describe the way in which this organization is managed? (the major decisions are made by: top management only; top management after considering suggestions from lower-level supervisors and staff; departmental heads with clearance from top management; other)

I'd like to turn now to some questions about the low-skilled workers here.

18. Do you see as a realistic possibility in your industry the elimination of low-skill positions?

19. Do you see this as a realistic possibility within your own company/organization?

20. When do you see this happening?

21. How will the tasks be performed?

22. In thinking about the jobs the low-skilled workers hold here, how important would you say those jobs are in comparison with other more skilled jobs that are held in this company/organization? (very important; important; slightly important; unimportant; very unimportant)

23. In considering how the low-skilled workers act toward their jobs, do you think they feel that the jobs they are doing are important? (Responses same as for 22)

24. Do you think that for the kind of jobs the low-skilled workers have here the pay is high, low or about right? (very high; high; about right; low; very low)

25. Do you think that in another company/organization like this one, there would be paid more, less or the same for the kind of work they are doing here? (much more; more; same; less; much less)

26. For the most part, how interesting do you think the low-skilled workers feel their jobs are? (very interesting; somewhat interesting; somewhat boring; very boring)

27. For some people the kind of work they do makes them feel like a somebody, for other people the work they do makes them feel like a nobody. For the most part how do you think the low-skilled workers here feel?

28. In your opinion, what do you think it is about the work that makes them feel this way?

29. Do you think for the most part, that the low-skilled workers feel that this company/organization cares for them as individuals or that they're just workers?

30. What do you think are the three most important things which keep the workers here satisfied?

31. What do you think are the three sources of dissatisfaction for workers here?

I'd like to continue now with some questions about the company's/organization's hiring practices.

32. What is your company's/organization's practice regarding the hiring of low-skilled personnel? What are the things you look for in an applicant?

33A. Is a written examination required?

33B. What kind(s)?

34. Is a physical examination required?

35. Have you had difficulty filling low-skilled jobs? (a great deal; some; a little bit; not at all)

36. What resources do you use for recruiting low-skilled personnel?

37. What is your practice regarding the hiring of skilled personnel? What are the things you look for in an applicant?

38. Is a written examination required?

39. What kind(s)?

40. Is a physical examination required?

41. Have you had much difficulty filling skilled jobs? (a great deal; some; a little bit; not at all)

42. What resources do you use for recruiting skilled personnel?

43. What is your practice regarding the hiring of supervisory/foreman personnel? What are the things you look for in an applicant?

44. Is a written examination required?

45. What kind(s)?

46. Is a physical examination required?

47. Have you had much difficulty filling supervisory/foreman positions? (a great deal; some; a little bit; not at all)

48. What resources do you use for recruiting supervisory/foreman personnel?

49. What has been your company's/organization's practice in filling vacant skilled positions?

50. Which method has been used more frequently?

51. Why has this been the practice?

52. What criteria are used in considering someone for promotion to a skilled position?

53. What has been the company's/organization's practice in filling vacant supervisory/foreman positions?

54. Which method has been used more often?

55. Why has this been the practice?

56. What criteria are used in considering someone for promotion to a supervisory/foreman position?

57. What has been your company's/organization's practice in filling vacant management positions?

58. Which method has been used more often?

59. Why has this been the practice?

60. What criteria are used in considering someone for promotion to a management position?

Now, a few questions about your own personal experience.

61. How did you get your position here?

62. What job did you hold here before getting your present position?

63. What job did you hold when you first came to work for this company/organization?

I'd like to continue now by asking you some questions about how information is transmitted here.

64. Do you have bulletin boards?

65. Where are they located?

66. Are they intended for all personnel or for specific personnel such as workers, supervisors or office staff?

67. How frequently are they changed? (daily; a few times each week; once weekly; less than once weekly)

68. For what type of information are the bulletin boards used?

69. Are other means used by the company/organization for transmitting information to all personnel?

70. What other means are used?

71. Are the work rules to be followed by the workers published in written form or are they transmitted verbally to the workers by the foremen/supervisors?

72. What are some of the major rules which must be followed by all workers?

73. If a worker has a suggestion to make about improving things around here, what means can he use?

74. Are meetings held by management with the supervisory personnel?

75. How often are they held?

76. Who specifically holds these meetings?

77. Are meetings held by management with the workers?

78. How often are they held?

79. Who specifically holds these meetings?

80. Have any of your supervisors/foremen talked to you about problems of race relations among their workers?

81. What are some of these problems?

82. If you are confronted by a supervisor with problems such as discipline, absenteeism, lateness, etc., do you give preferential consideration to the worker if he is black?

I'd like to turn now to some questions about the low-skilled workers.

83. What do you consider as the most serious problems involving the low-skilled workers?

84. How much do you think the low-skilled workers here care about the quality of the work they put out? (a great deal; some; a little bit; not at all)

85. Why do you feel this way?

86. How much do you think these workers care about the quantity of work they put out? (Responses same as for question 84)

87. Why do you feel this way?

88. How much care do you feel these workers give the machinery/equipment they work with? (not maintenance) (Responses same as for question 84)

89. Why do you feel this way?

Some questions now about training in your company/organization.

90. Other than the High Intensity Training (HIT) does your organization/company have presently any form of formal training for employees (do not include OJT)?

91. Has your company/organization had training in the past?

92. How long ago?

93. Why was the training discontinued?

94. What type of training is/was it?

95. How long does/did the training last?

96. Who does/did the training?

97. On what basis are/were employees selected for training?

98. Other than formal training, what kind of training has been used to teach low-skilled employees their jobs?

99. How much time has been involved in the training?

100. Who has been responsible for the training?

101. Does your company/organization provide educational opportunities for employees such as tuition remittance?

102. Which employees are eligible?

I'd like to turn now to some specific questions regarding the High Intensity Training program (HIT).

103. Would you list for me the things you expect the HIT program to change here with regard to the trainees, supervisors, workers in general, and company/organization? Let's begin with the trainees.

104. When do you expect the HIT to begin to pay off? (specify in weeks from start of program)

105. Has the job(s) for which workers are being trained existed in the company/organization before?

106. How was the training done before the HIT program?

107. If you were hiring from the outside, what qualifications would you require the applicant(s) to have for the job?

    A. What type of technical skill?

    B. How much former work experience?

    C. How much schooling?

    D. Do you feel personal traits would be important?

E. Which ones, specifically?

F. Do you feel age is important?

G. What age do you feel would be best?

H. Would you prefer a male or female for the job?

I. Would you prefer a black or a white person for the job? (black; white; no difference)

108. Have plans been made as yet to fill the jobs formerly held by the workers successfully completing the training?

109. Why not?

110. How soon after training will you fill those jobs?

111. How many do you expect to fill?

112. Why have you planned for that number of vacancies?

113. From where do you expect to recruit workers for those jobs?

I'd like to turn now to some questions regarding the union(s) representing the workers here.

114. How has the seniority aspect of the contract worked out? Have there been any difficulties?

115. What types of difficulties have you had?

116. What are your feelings regarding a worker's union seniority, his advanced age and a new job opportunity in your company/organization? Do you see a conflict in such a situation?

117. Has the company/organization experienced such a situation?

118. What recommendations can you make regarding a situation of this kind?

119. Is there a grievance committee in the company/organization?

120. Who are the members of the grievance committee?

121. What procedures are available to a worker who has a grievance to file?

122. Does the union have any training or apprenticeship programs in this company/organization?

123. Did it have such programs in the past?

124. Why was it discontinued?

125. What are/were these programs?

126. Has/was the company/organization been involved in the design of these program(s)?

127. Has/was the company/organization been involved in the selection of trainees?

128. On what basis are/were the trainees selected?

129. Is the union involved in the hiring of entry-level personnel?

130. What is the extent of the union's involvement?

131. How does the company/organization feel about such involvement?

132. Is the High Intensity Training program compatible with the contract language regarding training and upgrading?

133. How, specifically, is it not compatible?

134. From whom in the union structure would you say the company/organization receives the most pressure?

135. Do you think the workers here are benefitting from their union membership?

136. Why do you say that?

I have just a few more questions to ask you. These will be concerned with community relations.

137. Could you tell me in which community or section in the area most of the low-skilled employees live?

138. Do you feel that their community or section has any serious problems?

139. What are the three most serious problems as you see them?

140. Do you belong to any business associations or clubs?

141. To which ones do you belong?

142. Do you belong to any associations or clubs other than business-related ones?

143. To which ones do you belong?

TRAINEE INTERVIEW, PHASE II

1. I would like to ask you about the training program you have taken. In general, would you say you liked it, or disliked it, and how much; very much, or a little? (liked it very much; liked it a little; liked it and disliked it equally; disliked it a little; disliked it very much)

2. What did you like most about it?

3. What did you dislike most about it?

4. Who ran the program, as far as you know?

5. Did you have any doubts about the people who were behind the program? (a lot of doubt; some doubt; very little doubt; no doubt at all, don't know) (Responses same for questions 5-7)

6. Did you have any doubts about the program itself?

7. Did you have any doubts about your ability to get through the program?

8. Did your feelings toward the training program change in any way while you were taking it?

9. When did this happen? (early in program; middle of program; end of program; after program was completed)

10. How useful do you think the training program was in preparing you for your new job? Was it useful, somewhat useful, only a little useful or not at all useful?

11. What things in the training program have been very useful to you in your new job?

12. What things in the training program have been least useful to you in your new job?

13. How do you think the training program could have been improved?

14. How useful was the training program in teaching you how to deal with people on your new job? (very useful; somewhat useful; only a little useful; not at all useful) (Responses same for questions 15 & 16)

15. How useful was the training program in teaching you how your work fits into the whole company/organization?

16. Did you find the training program was useful in teaching you things for your own use outside the job?

17. What did you learn that has been most helpful outside the job?

18. How good do you think the trainer was in teaching the program? (very good; good; fair; poor; very poor)

19. Why do you say that?

20. Did you have any difficulties with the program? (a great deal; some; very little; none)

21. How often did you feel like dropping out? (very often; sometimes; almost never; or never)

22. Do you think that the training program was too long, too short or about right in teaching you the new job?

23. How well do you think all the workers as a group did in the training program? (excellent; good; fair; poor; very poor)

24. Why do you feel this way?

25. Do you think you could have learned your new job in a way other than through the training program?

26. How well do you think you did as compared to the other trainees? (in the top few; better than most; about average; a little below average; not well at all)

27. Why do you say that?

28. Do you think that the way people were selected for the training program was fair?

29. How would you describe your general condition of health? (excellent; good; fair; poor)

30. Are you using in your new job anything you learned in other training you may have had? (a great deal; some; hardly anything; nothing; haven't had any other training)

31. What training are you thinking of?

32. How would you rate the training program compared to other training you may have taken to learn to do a job? (excellent; good; fair; poor; very poor; haven't had any other training)

33. If you had your choice, and could do it all over again, do you think you would still be interested in taking part in the training program? (very interested; slightly interested)

34. What department do you work in?

35. What is your job called?

36. What do you do exactly?

37. How long have been working on the job you have now?

38. Is this job different from the one you had when you were interviewed a few weeks ago?

39. How is it different?

40. When was the change made?

41. What happened to bring about the change?

42. Were you given more money?

43. How much do you make (now) an hour?

44. What is your take-home pay now?

45. How do you feel about the change? Is the job you have now better or worse than the other job? (much better; a little better; same; a little worse; much worse)

46. Why do you feel this way?

47. As far as you know, how were the workers in the training program selected?

48. Who did the selection?

49. Why do you think you were selected?

50. Do you miss your old job, or don't you miss it? (miss it very much; miss it somewhat; mixed feelings; miss it a little bit; don't miss it at all)

51. What is it that you miss?

52. Do you think that anyone at all can do your job or does it take something special?

53. Now that you have a better job with more money, do you think the people here you used to work with before are more friendly to you, less friendly, or hasn't it made any difference to them? (more friendly; makes no difference; less friendly)

54. Do you think you could get a job at another company/organization doing the same kind of work?

55. Supposing another company offered you the same kind of job you have here, at the same pay. Would you be interested in taking it? (definitely interested; probably interested; undecided; probably not interested; definitely not interested)

56. Supposing you quit your job, do you think you would have any trouble getting another job at about the same rate of pay? (maybe some trouble; no trouble; don't know)

57. Why do you think you would have trouble? (starting wage too low; age; disability; lack of education; no training; racial discrimination, no job opportunities; other (specify))

58. Why do you think you would not have trouble?

59. Do you think you would be able to get a better job at more pay? (yes, but would have a great deal trouble; yes, maybe some trouble; no trouble; don't know)

60. Would you miss doing the kind of work you do here? (a great deal; somewhat; a little bit; hardly at all; not at all)

61. Is there another job in this organization that you would like to have and feel you could do right now with little or no training?

62. Which job is that?

63. Why do you feel you could do it?

64. Is there another job outside this organization that you would like to have and feel you could do right now with little or no training?

65. Which job is that?

66A. Why do you feel you could do it?

66B. If you were transferred to another job in the company/organization, would you miss the kind of work you are doing here? (a great deal; somewhat; a little bit; not at all)

66C. When you have problems or worries about things to do with your job, whom do you talk to most about them? (co-workers; shop steward; foreman/supervisor; nobody; other (specify))

66D. How often do the people you work with ask your advice about personal things? (very often; often; sometimes; rarely; never) (Responses same for 66D, 66E and 66F)

66E. How often do the people you work with talk to you about things that are happening in the greater (Newark, Baltimore, Cleveland) area?

66F. How often do workers ask your advice about things to do with their job?

66G. Do you think your co-workers really care for you as a person? (all; most; some; none)

66H. Tell me if you agree or disagree with this statement. When things are going bad, you can't count on your co-workers to lend you a hand. (strongly agree; agree; disagree; strongly disagree)

66I. What do you think is more important in considering someone for a better job: seniority or ability to do the job? (seniority; both; ability to do the job; other (specify)

66J. In many places machines are taking over the jobs people use to have. Do you think this could ever happen to you? (very possible; some possibility; little possibility; no possibility)

66K. If it did happen, what would you do?

67. Think about the job you are now doing in comparison with the job you held before being trained. How important would you say your job is in the company/organization? (much more important; more important; the same; less important; much less important)

68. Why do you say that?

69. From the way your supervisor talks about your job, how important would you say the job is to the company/organization? (very important; important; slightly important; unimportant; very unimportant)

70. From the way other people in the company/organization outside your department act about your job, how important would you say the job is? (very important; important; slightly important; unimportant; very unimportant)

71. Are you still working with most of the people you worked with on your old job?

72. From the way these people act about your new job, how important would you say the job is? (very important; important; slightly important; unimportant; very unimportant)

73. Do you think that for the kind of work you do here the pay is high, low or about right? (very high; high; about right; low; very low)

74. When you have small problems and worries about things outside the job, do you find that the work you do helps you forget them? (a great deal; somewhat; a little bit; not at all)

75. For the most part how interesting would you say your job is? (very interesting; somewhat interesting; somewhat boring; very boring)

76. For some people the kind of work they do makes them feel like a somebody, for other people the work they do makes them feel like a nobody. Does the work you do make you feel like a somebody or nobody?

77. What is it about the work that makes you feel this way?

78. For the most part, do you think that you as a person are important to the company/organization or that you are just another worker?

79. How difficult do you feel it would be to replace you as a worker? (very difficult; difficult; not too difficult; no difficulty at all)

80. If you were transferred to another department, would you miss the people you work with now? (a great deal; somewhat; a little bit; not at all)

81. Do you agree or disagree with this statement? What a person's race is makes a difference as to who is going to be friendly with him around here. (strongly agree; agree; disagree; strongly disagree)

82. What do you call the person you get your orders from? What is his/her title?

83. Is this the same foreman/supervisor you had on your last job?

84. Supposing you were transferred to another department in the company/organization, would you miss your present ____(Title)____?

85. How much do you think your ____(Title)____ knows about his/her job?

If you were to describe your ____(Title)____ would you say: (strongly agree; agree; disagree; strongly disagree) (responses for questions 86-95)

86. His/her workers' race makes a difference to him/her?

87A. He/she treats some workers better than others?

87B. More interested in himself/herself than his/her workers?

87C. You always know what your ____(Title)____ wants from you as a worker?

88. He/she likes to get ideas about how things can be improved from workers who have the type of job that you now have?

89. He/she is understanding when a worker is feeling low?

90. If you had some problem with ___(Title)___ what are some of the things you might do to solve it?

91. In general, what do you think are your chances of getting a better job here?

92. Why do you say that?

93. Of all the jobs that you know about in this company/organization, which would you like most to have?

94. Why would you like to have the job?

95. Do you think you could ever get it? (very likely; somewhat likely; 50 - 50 chance; somewhat unlikely; very unlikely)

96. When do you think you will get it?

97. Do you feel that the way things are done here could be improved?

98. What things, for example, do you feel could be improved?

99. What have you done about your ideas?

I'm going to read a list of things that workers are concerned about. Please tell me how you rate these, in general, according to your experience here:

100. The number of things you have to do on your job? (too many; too few; about right)

101. How would you say the work is paced for you during an average day? Is it fairly even throughout the day or uneven with rush periods and quiet periods?

102. How would you rate this pacing? (very good; good; fair; poor; very poor) (These responses are used with questions 102-109)

103. The condition of the machines or equipment you have to use?

104. The number of machines or amount of equipment you have to do the job?

105. The safeguards you have against accidents? (other than medical or health insurance)

106. The cleanliness of your work area?

107. The lighting you have to work with?

108. The ventilation in your work area?

109. The way your work area is laid out?

110. The amount of noise in your work area? (a great deal; some; a little bit; none; not at all)

111. Locker facilities provided? (very good; good; fair; poor; very poor; not applicable (explain))

112. Cleanliness of rest room? (Responses same as question 111)

113. Do you have a place here for eating, such as a cafeteria or eating area?

114. How would you rate these facilities provided for eating? (Responses same as question 111)

115. Is there a company newspaper or anything like that here?

116. How often do you get one? (daily; weekly; monthly; other (specify))

117. Do you find that you learn a lot about the important things that are happening around here through it? (a great deal; some; a little bit; nothing at all)

118. Is there a bulletin board here for workers?

119. How often do you look at it? (Responses same as question 116)

120. Do you find that you learn a lot about the important things that are happening around here from the bulletin board? (Responses same as question 117)

121. From whom would you say you learn the most about what's happening in your department?

122. How do you learn about these things?

123. Are periodic meetings held in your department?

124. How often are these meetings held? (daily; weekly; monthly; as needed; other (specify))

125. How often during a normal week do you get to talk with one of the people from management/administration? (very often; often; sometimes; rarely; never)

126. Are you a member of a/the union at this time?

127. How much do you feel you know about the union's activities in the shop? (a great deal; some things; a little bit; nothing)

128. How do you find out about the things you do know?

129. How important do you think the shop steward's job is? (very important; important; slightly important; unimportant; very unimportant)

130. Do you agree or disagree that you are getting good representation? (strongly agree; agree; disagree; strongly disagree)

I'm going to read a few statements to you about unions. Please tell me whether you agree or disagree with them and how much. (Responses for questions 131-134; strongly agree; agree; disagree; strongly disagree)

131. Unions are good for this country.

132. Unions don't help you; they just collect your dues.

133. Unions have helped better conditions for working people.

134. Unions stick up for bosses more than they do for their own people.

135. Do you feel at all differently about yourself since you became a trainee in the program? (much better than before; better than before; no difference; not as good as before; worse than before)

136. In what ways do you feel differently?

137. Now that you are in a new job, would you say that the supervisors or foremen think of you as part of management, or as one of the workers? (as part of management; some of both; as one of the workers)

138. What about the people you worked with before; do most of them think of you as part of management, or as one of them? (responses same as question 137)

139. Suppose some of the people you worked with before asked you to go to management or handle a problem they had, would you be willing to do it? (How willing would you be to do it?) (very willing; fairly willing; just a little willing; no)

140. Do you think going to management with the workers' problems would be in conflict with the new job you have? (agree very much; agree; don't know, can't say; disagree; disagree very much)

141. Did you get into discussions about the program with people at work who were not in the training program? (very often; often; once in a while; seldom; never)

142. Did you get into discussions about the program with other trainees outside the training sessions? (responses same as question 141)

143. Did these discussions take place on the job or off the job?

144. Did you get into discussions about the program with your friends?

145. Did you get into discussions about the program with your family?

146. Did you get into discussions about the program with supervisors or foremen?

147. Did the people not in the training program think the program was a good thing? (Responses to questions 147-151: (all of them; most of them; half of them; none of them)

148. Did the other trainees think the training program was a good thing?

149. Did your friends outside of the plant think the training program was a good thing?

150. Did your family think the training program was a good thing?

151. Did the supervisors/foremen think the training program was a good thing?

152. In general do any of the people you used to work with treat you differently now than they did before the training program? How?

153. In general do the supervisors/foremen treat you differently than they did before the training program? (Responses to questions 153-155: much better; slightly better; no difference; slightly worse; much worse)

154. In general do the people in your family treat you differently than they did before the training program?

155. In general do your friends outside the job treat you differently than they did before the training program?

156. How often do you find that you come home too tired to enjoy doing things with your family? (very often; often; rarely; never)

157. Do you talk with your family about things you have done or that have happened to you on the job? (Responses same as question 156)

158. Now that you have taken the training program, would you be interested in getting more training like it, to get an even better job? (very interested; interested; slightly interested; not sure; not interested)

159. Do you have any plans to further your training on your own?

160. What plans do you have?

161. What have you done about these plans?

162. Have you ever thought about going on with school?

163. What are you thinking of studying?

164. Have you ever done anything about it?

165. What are you studying?

166. Why haven't you thought about it?

167. What do you see as the three serious problems in your community?

168. Do you intend to vote in the next regular election?

169. Why not?

170. What clubs or organizations have you joined in the last weeks? (since beginning of training)

171. Are there any clubs or organizations you would like join?

172. What are they?

173. How regularly do you get to read newspapers? (daily; a few times a week ; once weekly; less than once weekly)

174. Which one do you like to read most?

NON-TRAINEE INTERVIEW, PHASE II

I'd like to ask you some questions about a training program that was recently given here.

1. Did you hear anything about a training program which was conducted here recently?

2. Did you discuss the program with workers who were in it?

3. What did you talk about?

4. Did you discuss the program with other workers not in it?

5. What did you talk about?

6. Did you discuss the program with supervisors/foremen?

7. What did you talk about?

   (Ask only if the company/organization has a union)

8. Did you discuss the program with your shop steward?

9. What did you talk about?

10. With whom did you discuss the program most?

11. Did you get into discussions about the program with your family? (very often; often; once in awhile; seldom; never)

12. Did your family think the training program was a good thing? (all of them; most of them; half of them; few of them; none of them)

13. How would you describe your general condition of health? (excellent; good; fair; poor)

14. In general do the supervisors/foremen treat you differently now than they did before the training program? (much better; slightly better; no difference; slightly worse; much worse)

15. What do you think was the purpose of the program?

16. What do you think the people in the program gained from it?

17. How much do you feel you know about what the training program was all about? (a great deal; somewhat; a little bit; nothing)

18. Would you mention some of the things that you think might have been covered in the training session?

19. As far as you know, who was behind the training program? (the company/organization; the government; SUIC; other)

20. As far as you know, how many workers were in the training program?

21. As far as you know, how many weeks did the training last?

22. How do you think the people taking the training were selected?

23. Do you think the way the people were chosen for the program was fair?

24. Do you think you were more qualified, less qualified or equally qualified as the people who were chosen?

25. Did you want to be in the training program when it started?

26. As far as you know, are the people who went through the training program working at different jobs now than they had before?

27. How did you find out about this?

28. What is the title(s) of their new jobs?

29. Do you think the jobs they have now are better or worse than the ones they had before? (much better; somewhat better; about the same; somewhat worse; much worse)

30. Why do you feel this way?

31. How much more money per week do you think the people who went through the training program now make?

32. Did you have any friends in the training program?

33. Do you feel as close toward them now as you did before? (as close as before; less close; more close)

34. Do they act as friendly to you now as they did before the program? (as friendly; less friendly; more friendly)

35. How do you think most of the workers here feel about the program? Do you think it was a good thing or a bad thing? (good; bad; don't know)

36. What about the people who took the training? How do you think most of them feel about the program? Do they think it was a good thing or a bad thing? (Responses same as for question 35)

37. How do you think most of the supervisors/foremen feel about the program? (Responses same as question 35)

38. How about yourself? What do you think? (was a good thing; was a bad thing)

39. Why do you think the company/organization wanted to have the training program given here?

Now let's talk about the people who were in the training program.

40. Do you think they are doing good work on their new jobs? (very good; good; fair; poor; very poor)

41. Do you think they see themselves as part of management/administration now, or still as part of the workers?

42. In their free time, do they hang around as much with the workers as they did before?

43. From what you know or have heard about the training program, how good do you think it is for training people for better jobs? (excellent; good; fair; poor; very poor)

44. As far as you know, is this company/organization planning to have similar training programs in the future?

45. If the company/organization were to have a similar training program in the future, what do you think are your chances of being chosen for it? (Responses same as question 43)

Let's suppose another training program were given here so that more workers could learn to do another type of job:

46. How interested would you be in taking part in it? (very interested; interested; slightly interested; not interested)

47. How soon would you be willing to start in such a training program if it were given?

48. If the training program meant that you would be trained to be a leader of some workers, how interested would you be? (Responses same as question 46)

49. If the training program meant that you would be trained for a more skilled job than you are now doing, would you be interested? (Responses same as question 46)

50. Which kind of training program would you be more interested in? (a leader of some workers, more skilled job)

51. How interested would you be if you had to boss some of the people you now work with? (very interested; interested; slightly interested; not interested) (Responses the same for questions 52 and 53)

52. If you had to leave the people you work with?

53. If it meant that you had to stay after regular work hours without pay for the training program?

I'd like to ask you some questions about the work you have been doing here.

54. What is your present job called?

55. Is this the same job that you had when you were interviewed several months ago?

56. Do you think that anyone at all can do your job or does it take something special?

57. Do you think you could get a job at another company doing the same kind of work?

58. Supposing another company offered you the same kind of job you have here, at the same pay. Would you be interested in taking it? (definitely interested; probably interested; undecided; probably not interested; definitely not interested)

59. Supposing you quit your job today, do you think you would have any trouble getting another job at about the same rate of pay? (yes, would have a great deal of trouble; maybe some trouble; no trouble; don't know)

60. Why do you think you would have trouble?

61. Why do you think you would not have trouble?

62. Do you think you would be able to get a better job at more pay? (yes, but would have a great deal of trouble; yes, maybe some trouble; no trouble; don't know)

63. Would you miss doing the kind of work you do here? (a great deal; somewhat; a little bit; hardly at all; not at all)

64. Is there another job in this organization that you would like to have and feel you could do right now with little or no training?

65. Which job is that?

66. Why do you feel you could do it?

67. Is there another job outside this organization that you would like to have and feel you could do right now with little or no training?

68. Which job is that? (Job title, description and industry)

69. Why do you feel you could do it?

70. If you were transferred to another job in the company/organization, would you miss the kind of work you are doing here? (a great deal; somewhat; a little bit; not at all)

71. When you have problems or worries about things to do with your job, whom do you talk to most about them?

72. How often do the people you work with ask your advice about personal things? (very often; often; sometimes; rarely; never) (Responses same for question 72-74)

73. How often do the people you work with talk to you about things that are happening in the greater (Newark, Baltimore, Cleveland) area?

74. How often do workers ask your advice about things to do with their job?

75. Do you think your co-workers care for you as a person? (all; most; some; none)

76. Tell me if you agree or disagree with this statement. When things are going bad, you can't count on your co-workers to lend you a hand. (strongly agree; agree; disagree; strongly disagree)

77. What do you think is more important in considering someone for a better job: Seniority or ability to do the job? (seniority; both; ability to do the job; other)

78. In many places machines are taking over the jobs people use to have. Do you think this could ever happen to you? (very possible; some possibility; little possibility; no possibility)

79. If it did happen, what would you do?

80. Think about the job you are now doing. How important would you say your job is in the company/organization? (very important; important; slightly important; unimportant; very unimportant)

81. Why do you say that?

82. From the way your supervisor talks about your job, how important would you say the job is to the company/organization? (Responses same as question 80, 82-83)

83. From the way other people in the company/organization outside your department act about your job, how important would you say the job is?

84. Do you think that for the kind of work you do here the pay is high, low or about right? (very high; high; about right; low; very low)

85. When you have small problems and worries about things outside the job, do you find that the work you do helps you forget them? (a great deal; somewhat; a little bit; not at all)

86. For the most part how interesting would you say your job is? (very interesting; somewhat interesting; somewhat boring; very boring)

87. For some people the kind of work they do makes them feel like a somebody, for other people the work they do makes them feel like a nobody. Does the work you do make you feel like a somebody or nobody? (somebody; nobody; work has nothing to do with it (only if respondent insists))

88. What is it about the work that makes you feel this way?

89. For the most part, do you think that you as a person are important to the company/organization or that you are just another worker?

90. How difficult do you feel it would be to replace you as a worker? (very difficult; difficult; not too difficult; no difficulty at all)

91. If you were transferred to another department, would you miss the people you work with now? (a great deal; somewhat; a little bit; not at all)

92. Do you agree or disagree with this statement? What a person's race is makes a difference as to who is going to be friendly with him around here. (strongly agree; agree; disagree; strongly disagree)

93. What do you call the person you get your orders from? What is his/her title?

94. Is this the same foreman/supervisor you had when you were interviewed a few months ago?

95. Supposing you were transferred to another department in the company/organization, would you miss your present ___(Title)___?

96. How much do you think your ___(Title)___ knows about his/her job? (a great deal; somewhat; a little bit; not at all)

97. If you were to describe your ___(Title)___ would you say: His/her workers' race makes a difference to him/her? (strongly agree; agree; disagree; strongly disagree) (Responses same for questions 97-102)

98. He/she treats some workers better than others?

99. He/she likes to get ideas about how things can be improved from workers who have the type of job that you now have?

100. More interested in himself/herself than his/her workers?

101. You always know what your ___(Title)___ wants from from you as a worker?

102. He/she is understanding when a worker is feeling low?

103. If you had some problem with your ___(Title)___ what are some of the things you might do to solve it?

104. In general, what do you think are your chances of getting a better job here? (very good; good; fair; poor)

105. Why do you say that?

106. Of all the jobs that you know in this company/organization, which would you like most to have?

107. Why would you like to have the job?

108. Do you think you could ever get (very likely; somewhat likely; 50 - 50 chance; somewhat unlikely; very unlikely)

109. When do you think you will get it?

110. Do you feel that the way things are done here could be improved?

111. What things, for example, do you feel could be improved?

112. What have you done about your ideas?

I'm going to read a list of things that workers are concerned about. Please tell me how you rate these, in general, according to your experience here:

113. The number of things you have to do on your job? (too many; too few; about right)

114. How would you say the work is paced for you during an average day? Is it fairly even throughout the day or uneven with rush periods and quiet periods?

115. How would you rate this pacing? (very good; good; fair; poor; very poor) (Responses same for questions 116-122)

116. The condition of the machines or equipment you have to use?

117. The number of machines or amount of equipment you have to do the job?

118. The safeguards you have against accidents?

119. The cleanliness of your work area?

120. The lighting you have to work with?

121. The ventilation in your work area?

122. The way your work area is laid out?

123. The amount of noise in your work area? (a great deal; some; a little bit; not at all)

124. Locker facilities provided? (very good; good; fair; poor; very poor)

125. Cleanliness of rest room? (Responses same as for question 124)

126. Do you have a place here for eating, such as a cafeteria or eating area?

127. How would you rate these facilities provided for eating? (Responses same as for 124)

128. Is there a company newspaper or anything like that here?

129. How often do you get one? (daily; weekly; monthly; other)

130. Do you find that you learn a lot about the important things that are happening around here through it? (a great deal; some; a little bit; not at all)

131. Is there a bulletin board here for workers?

132. How often do you look at it? (Responses same as for 129)

133. Do you find that you learn a lot about the important things that are happening around here from the bulletin board? (Responses same as for question 130)

134. From whom would you say you learn the most about what's happening in your department?

135. How do you learn about these things?

136. Are periodic meetings held in your department?

137. How often are these meetings held? (daily; weekly; monthly; as needed; other)

138. How often during a normal week do you get to talk with one of the people from management/administration? (very often; often; sometimes; rarely; never)

139. Are you a member of a/the union at this time?

140. How much do you feel you know about the union's activities in the shop?

141. How do you find out about things you do know?

142. How important do you think the shop steward's job is? (very important; important; slightly important; unimportant; very unimportant)

143. Do you agree or disagree that you are getting good representation? (strongly agree; agree; disagree; strongly disagree) (Responses same for questions 143-147)

I'm going to read a few statements to you about unions. Please tell me whether you agree or disagree with them and how much.

144. Unions are good for this country.

145. Unions don't help you: They just collect your dues.

146. Unions have helped better conditions for working people.

147. Unions stick up for bosses more than they do for their people.

148. Have you ever thought about going on with school?

149. What are you thinking of studying?

150. Have you ever done anything about it?

151. What are you studying?

152. Why haven't you thought about it?

Now I'd like to finish by asking a few questions about your family and your community.

153. How often do you find that you come home too tired to enjoy doing things with your family? (very often; often; rarely; never)

154. Do you talk with your family about things you have done or have happened to you on the job? (Responses same as question 153)

155. What do you see as the three most serious problems in your community?

156. Do you intend to vote in the next regular election?

157. Why not?

158. What clubs or organizations have you joined in the last weeks? (Since beginning of training)

159. Are there any clubs or organizations you would like to join?

160. What are they?

161. How regularly do you get to read newspapers? (daily; a few times a week; once weekly; less than once weekly)

162. Which one do you like to read most?

SUPERVISOR INTERVIEW, PHASE II

I'd like to ask you some questions about the training program that was given here recently.

1. How often did you discuss the training program with the trainees? (very often; often; once in a while; seldom; never) (Responses same for question 2-5)

2. How often did you discuss the program with workers not in it?

3. How often did you discuss the program with other supervisors or foremen?

4. How often did you discuss the program with people in management/administration?

5. How often did you discuss the program with a shop steward or union official?

6. With whom did you discuss the program most?

7. How do you think most of the workers here feel about the program? Do they think it was a good thing or a bad thing?

8. What about the people who took the training, how do you think most of them feel about the program? Do they think it was a good thing or a bad thing?

9. How do you think management feels about the training program?

10. How do you think most of the supervisors/foremen feel about the program?

11. How about yourself? What do you think?

12. Before the program began, were you in favor of it, opposed to it, or didn't you care one way or another?

13. Did the program do what you expected it would do?

14. Did you take part in the training program in any way?

15. Why do you think the company/organization wanted to have the training program given here?

Now let's talk about the people who were in the training program.

16. As far as you know, how were they chosen?

17. Do you think the way the people where chosen for the program was fair or unfair?

18. Do you think the best people were chosen?

19. Why do you feel that way?

20. What do you think the people in the program gained from it?

21. Did they get a different job?

22. When did they get it?

Now, I'd like to ask you some questions about the training program.

23. How useful do you think the training program was in teaching the trainees operations they need to know to do their new jobs. (very useful; somewhat useful; only a little useful; not at all useful)

24. Are they working with the same group of workers they worked with before the training program?

25. How useful do you think the training program was in teaching the trainees how to deal with people on their new jobs? (Responses same as for question 23)

26. What effect has it had on the quality of work produced in your department? (very positive; somewhat positive; neutral, no effect; somewhat negative; very negative)

27. What effect has it had on the *quality* of the work produced in your department? (very beneficial; somewhat beneficial; neutral, no effect; somewhat harmful; very harmful)

28. What effect has it had on attendance in your department?

29. What effect has it had on lateness in your department?

30. What effect has it had on turnover rate in your department?

31. What effect has it had on the morale of the workers in your department who had the training program? (very beneficial; somewhat beneficial; neutral, no effect; somewhat harmful; very harmful) (Responses same for questions 32-36)

32. What effect has it had on the morale of the workers in your department who did not have the training program?

33. What effect has it had on the feelings of the workers who had the training program about the company/organization?

34. What effect has it had on the feelings of the workers who did *not* have the training program about the company/organization?

35. For the workers who had the training program, what effect has it had on their relations with you?

36. For workers who did not have the training, what effect has it had on their relations with you?

37. Has the training program had an effect on your relationship with management/administration?

38. In what way?

39. As far as you know, is this company/organization planning to have similar training programs in the future?

40. Let's suppose another training program was given here so that more low-skill workers here could learn to do other, more skilled work. How interested do you think the low-skill workers you are in charge of would be in taking part in it? (very interested; interested; slightly interested; not interested)

41. How many low-skill workers do you have working for you (doing similar jobs as those who recently had training)?

42. How soon do you think they would be willing to start in such a training program if it were given? (immediately; sometime in the very near future; sometime later; not at all)

43. How interested do you think they would be if it were training to be a leader of some workers? (very interested; interested; slightly interested; not interested)

44. If the training was for a more skilled job than they have now? (Responses same as for question 43)

45. Which type of training program would they be more interested in? (a leader of some workers; more skilled job)

46. How interested do you think they would be if they had to boss some of the people they work with now? (Responses same as for question 43)

48. If it meant that they had to stay after regular work hours without pay for the training program? (Responses same as for question 43)

49. Do you think that workers taking part in a training program should be paid while they are training during their regular hours of work? (strongly agree; agree; disagree; strongly disagree)

50. Do you think that workers taking part in a training program should be paid for time they spend in the program after their regular working hours?

51. Do you think low-skilled workers could be trained to become foremen/supervisors?

52. Do you think it would take the same length of time as the training program recently given here?

53. Do you think this company/organization needs such a program?

54. Would you like to see such a program started here?

Now I'd like to ask you some questions about (Target Job).

55. How improtant do you think the job of (Target Job) is to the company/organization? (very important; fairly important; not at all important)

56. How much skill do you personally feel is needed for this job? (a great deal; a moderate amount; a slight amount; hardly any; none)

57. How many trainees, do you think, have the skill needed? (all; most; some; few; none)

58. How much good judgment is needed? (Responses same as for question 56)

59. How many trainees, do you think, have the judgment needed? (all; most; some; few; none)

60. How much manual dexterity is needed? (Responses same as for question 56)

61. How many trainees, do you think, have the manual dexterity needed? (all; most; some; none)

62. How much former work experience is needed? (Responses same as for question 56)

63. How many trainees, do you think, have the amount of work experience needed? (all; most; some; none)

64. What do you think is the least education a person would need for the job? (few years of grammar school; completion of grammar school; junior high school; some high school; completion of high school; some college; completion of college)

65. How many trainees, do you think, have the education needed for the job?

66. In your opinion, must a person be able to read English to do the job? (If yes, ask: "How well?") (yes, very well; yes, moderately well; yes, barely; no)

67. How many trainees, do you think, read well enough to do the job?

68. Must a person be able to write English to do the job?

69. How many trainees, do you think, write English well enough to do the job?

70. What age do you think is best to do such a job? (16-19 years; 20-34 years; 35-44 years; 45-54 years; 55-64 years; 65 or over)

70b. How many trainees, do you think, are in this age group?

71. How important do you think age is to do the job? (very important; fairly important; barely important; not at all important)

72. If there were jobs open above the lowest-paying jobs in the company/organization, how do you think they should be filled?

Now I'd like to ask you some questions about the work you have been doing here.

73. Supposing another company/organization offered you the same kind of job you have here, at the same pay. Would you be interested in taking it? (definitely interested; probably interested; undecided; probably not interested; definitely not interested)

74. Do you think you would be able to get a better job at more pay?

75. If you were transferred to another job in the company/organization, would you miss the kind of work you are doing here? (a great deal; somewhat; a little bit; not at all)

76. When you have problems or worries about things to do with your job, whom do you talk to most about them?

77. Since the training program started here, how often have your workers asked your advice about personal things? (very often; often; sometimes; rarely; never) (Responses same for questions 78-79)

78. How often have they talked to you about things that are happening in the greater (Newark, Cleveland, Baltimore) area?

79. How often have they come to you with suggestions for improving things around here?

80. What kinds of things have they suggested?

81. If you were transferred to another department, would you miss your workers?

82. Do you agree or disagree with this statement? A person's race makes a difference as to who is going to be friendly with him around here. (strongly agree; agree; disagree; strongly disagree)

Now I would like to ask you some questions about yourself as supervisor. However, I would like you to imagine yourself as the average low-skilled worker you are in charge of and answer the questions as you think he would about you if he were asked.

83. Supposing you were transferred to another department in the company/organization, would you miss your foreman/supervisor?

84. How much do you think your foreman/supervisor knows about his/her job?

85. If you were to describe your foreman/supervisor would you say: His/her workers' race makes a difference to him/her? (strongly agree; agree; disagree; strongly disagree) (Responses same for questions 86-90)

86. He/she treats some workers better than others?

87. He/she likes to get ideas about how things can be improved from his/her workers?

88. He/she is understanding when a worker is feeling low?

89. More interested in himself/herself than his/her workers?

90. You always know what your foreman/supervisor wants from you as a worker?

91. With whom do you usually eat lunch? (workers, non-trainees, trainees; other foremen/supervisors; superordinates; alone; other)

92. Is there a company/organization newspaper?

93. Is there a bulletin board here for supervisors?

94. Is it the same one for workers?

95. Do you find that you learn a lot about the important things that are happening around here from the bulletin board? (a great deal; some; a little bit; nothing at all)

96. Are periodic meetings held for foremen/supervisors?

97. From whom would you say you learn the most about what's happening in this company/organization?

98. From whom would you say the people you are in charge of learn most about what's happening in your department?

99. How often during a normal week do you get to talk with one of the people from management (other than immediate superordinate)? (very often; often; sometimes; rarely; never)

100. How do you find out about what's happening?

Now, I'd like to ask you some questions about the shop steward for the union members in your department/section.

101. How important do you think the shop steward's job is? (very important; important; slightly important; unimportant; very unimportant)

102. Do you agree or disagree that the shop steward is the best person in the department for the job? (strongly agree; agree; strongly disagree) (Responses same for question 103, 105-108)

103. How often do you get to talk with the shop steward about union matters?

I'm going to read a few statements to you about unions. Please tell me whether you agree or disagree with them and how much.

104. Unions are good for this country.

105. Unions don't help the worker. They just collect his dues.

106. Unions have helped better conditions for working people.

107. Unions stick up for bosses more than they do for their own people.

MANAGEMENT INTERVIEW, PHASE II

I'd like to ask you some questions about the training program that was recently given here.

1. Did you discuss the program with workers who were in it?
2. What did they talk about with you?
3. Do you agree with what they had to say?
4. Did you discuss the program with workers other than the trainees?
5. What did they talk about with you?
6. Did you discuss the program with supervisors/foremen?
7. What did they talk about with you?
8. Do you agree with what they had to say?
9. Why didn't you discuss the program with them?
10. Did you discuss the program with other people in management/administration?
11. What did you talk about?
12. Why didn't you discuss the program with them?

13a. Did you discuss the program with a shop steward or union official?

13b. What did he/they talk about with you?

14a. Was the union for or against the training program?

14b. How do you know this?

14c. Why do you suppose the union took this position?

14d. What was the extent of the union's involvement in the training program?

15. With whom did you discuss the program most?

16. As you see it, what do you think the people in the program gained from it?

17. How were the trainees chosen? Who was involved in the selection?

18. If the selections could be made again, would you choose the same people?

19. Why not?

20. Were the trainees given different jobs after training?

21. What jobs were they given?

22. When did they get them?

23. Why haven't they been given the jobs?

24. Were they given a wage increase?

25. How much were they given?

26. When was the increase given?

27. Why haven't they been given a wage increase?

28. Do you see the company/organization as having gained anything from the training program?

29. How do you think most of the supervisors/foremen feel about the program? Do they think it has been a good thing or a bad thing for their department?

30. Why do they feel this way?

31. Why don't you know how they feel?

32. How do you think the low-skilled workers here, as a whole, feel about the training program?

33. How do you know they feel that way?

34. How does management/administration feel about the training program?

35. Why do they feel this way?

36. Why don't you know how they feel?

37. How about yourself? What do you think?

38. Why do you feel that way?

39. How do you think High Intensity Training could be made more effective?

Now let's return again to the people who were in the training program.

40. Do you think the trainees have the work skills needed for their new jobs? Which ones specifically?

41. Do you think their work attitudes have improved?

42. Do you think there has been an increase in their responsibility to their jobs?

43. Do you think they have learned to deal with people on their new jobs?

44. If you were hiring from the outside for the jobs for which the trainees were trained, what qualifications would you require the applicant(s) to have for the jobs?

    A. What type of technical skill?

    B. How much former work experience?

    C. How much schooling?

    D. Do you feel personal traits would be important?

    E. Which ones, specifically?

F. Do you feel age is important?

G. What age do you feel would be best?

H. Would you prefer a male or a female for the job?

J. Why do you feel that way?

I'd like to continue now by asking you some questions about HIT trainees and their co-workers in the department(s) in which they work.

45. Has the HIT program had any influence on the quantity of work produced in the department(s) in which the trainees work?

    A. Has it had any influence on the amount of waste?

    B. Has it had any influence on quality control?

    C. Has it had any influence on the rate of returns from customers?

46. Has it had any influence on the attendance of trainees and other workers in their department(s)?

47. Has it had any influence on lateness of the trainees and other workers in their department(s)?

48. Has it had any influence on the turnover rate?

49. Has it had any influence on the workers' morale?

50. Has it had any influence on workers' attitudes toward foreman/supervisor?

51. Has it had any influence on workers' feelings about the company/organization?

52a. Does your company/organization keep records in the following: production; lateness; absenteeism; turnover?

52b. Would it be possible for me to look at these records for the department(s) in which the trainees work(ed)?

53. Do you think the HIT program has been financially profitable?

54. In what way has it (not) been?

55. Is this company/organization planning to have similar training programs in the future?

56. What plans have been made thus far?

57. If another training program were given here, how interested do you think the low-skilled workers would be in taking part in it? (very interested; interested; slightly interested; not interested)

58. Do you think that workers taking part in a training program should be paid while they are training during their regular hours of work? (strongly agree; agree; disagree; strongly disagree)

59. Do you think low-skilled workers could be trained to become foremen/supervisors?

60. Why not?

61. How long do you think such a training program should be?

62. Do you think this company/organization needs such a program?

63. Would you like to see such a program started here?

64. When would you like to see it started?

65. Do you think foremen/supervisors could be trained to become managers?

66. Why not?

67. How long do you think such a program should take?

68. Do you think this company/organization needs such a program?

69. Would you like to see such a program started here?

70. When would you like to see it started?

I'd like to return now to more questions about the low-skilled workers here.

71. Do you see as a realistic possibility in your industry the elimination of low-skilled positions?

72. Do you see this as a realistic possibility within your own company/organization?

73. When do you see this as happening?

74. How will the tasks be performed?

75. Do you think, for the most part, that the low-skilled workers feel that this company/organization cares for them as individuals or that they're just workers?

76. What do you think are the three most important things which keep the workers here satisfied?

77. Have the jobs formerly held by the workers successfully completing the training been filled?

78. Why not?

79. How soon will you fill those jobs?

80. How many do you expect to fill?

81. From where have you (will you) recruit workers for those jobs?

82. Have you discussed the training program with members of the business associations or clubs to which you belong?

83. What did you talk about?

84. Have you discussed the training program with members of the non-business associations or clubs to which you belong?

85. What did you talk about?

86. Have you discussed the HIT program with managers of other companies/organizations?

87. What were their reactions to the training program in your organization?

88. What companies or industries do you feel would benefit from HIT programs?

89. Would you allow us to list you as an endorser of High Intensity Training?

90. Why wouldn't you?

APPENDIX G

MATRIX OF CORRELATIONS BETWEEN ITEMS

TABLE 10

MATRIX OF CORRELATIONS BETWEEN ITEMS

VARI ABLES	001	002	003	004	005	006	007
001	1.0000	.1809-	.0285-	.0266-	.1926	.1089-	.1686-
002	.1809-	1.0000	.1320	.2446-	.2760-	.1810	.0533
003	.0285-	.1320	1.0000	.0214	.3613-	.2805	.1341
004	.0266-	.2446-	.0214	1.0000	.1712-	.1048-	.0859-
005	.1926	.2760-	.3613-	.1712-	1.0000	.5103-	.3346
006	.1089-	.1810	.2805	.1048-	.5103-	1.0000	.1639-
007	.1686-	.0533	.1341	.0859-	.3346	.1639-	1.0000
008	.1467-	.0904-	.0890	.1816	.3536-	.1155	.4732-
009	.2341-	.1746-	.2638-	.3195	.0145	.0000	.2130-
010	.0149	.1337-	.1309-	.2439	.1117-	.0821	.2467-
011	.0918-	.2146-	.1898-	.1102	.0348-	.1420	.2561-
012	.0207-	.0512-	.1806	.0449-	.0437	.0714-	.0000
013	.0466-	.0326	.0373	.1153	.0655-	.0917	.2003-
014	.1644-	.1824-	.0265	.0113	.2311-	.2696	.4124-
015	.1481-	.1278-	.1613	.3010	.1851-	.0907	.0578-
016	.0375-	.0655-	.0154	.2473	.0150-	.0737	.0403-
017	.2270	.0923-	.1217	.1206	.1031-	.0280-	.0077-
018	.3394	.0314	.2481-	.2023	.0606-	.0890	.1703-
019	.0302-	.2424	.1976-	.1498	.0261-	.0640	.1806-
020	.0661	.2983	.0350-	.0520-	.2101	.0184	.0151
021	.0278	.0934	.2044-	.3737	.0184-	.1354	.0123
022	.0864-	.1547	.0471-	.2158	.1419-	.0267	.2410-
023	.0375	.1763-	.0209	.0573	.0372	.2430	.1162-
024	.1047-	.2016-	.1634	.0622	.1039-	.0000	.0000
025	.0052-	.0050-	.0973	.0451-	.0586-	.0287-	.0862
026	.0390	.1752-	.0870	.0743-	.0580-	.0229	.0437
027	.0128	.0134-	.2334	.0583-	.1239-	.3540	.0138-
028	.0622	.0356	.1820-	.1087-	.0689	.0241-	.0461
029	.1946-	.1531	.1782-	.0566-	.0085-	.1247	.0341
030	.1370	.1578-	.0594	.0045-	.0177-	.0434-	.0830
031	.0626-	.0168-	.3367	.0446	.1838-	.2251	.1298
032	.0947-	.0431	.1074	.0674	.0849-	.0756-	.0723
033	.0368-	.0158-	.1795-	.1415	.0230-	.0563-	.0922-
034	.1981-	.0872-	.0918	.0157-	.1431	.0501	.0410
035	.0336-	.1738-	.1750-	.0755	.0910-	.0343-	.1405-
036	.0960	.4403-	.0283	.3566	.0000	.0756-	.1033-
037	.1481-	.1253	.2731	.2089-	.2325-	.2847	.2852-
038	.0000	.0000	.0000	.0000	.0000	.0000	.0000
039	.1633	.0513	.1873-	.0262	.2296	.3750-	.2732-
040	.1031-	.1515	.0335	.0271-	.1054-	.1549	.3527
041	.0083-	.0467	.0315-	.0721	.1873-	.2294	.0627-
042	.0299-	.1329	.2037-	.3171-	.2620	.0917-	.0751
043	.0167-	.0594	.0063-	.0621-	.2417-	.3290	.0180
044	.3673-	.1449	.1476	.2699-	.1955-	.1796	.2780-
045	.2120	.1953-	.0431-	.1843	.0926-	.2268-	.3253-
046	.1470-	.0297	.1530-	.0983	.0840-	.1601	.2562-
047	.1301-	.0913	.0593-	.1025	.1126-	.1755	.2671-
048	.0041	.2367-	.0184-	.2005	.0344	.0000	.0307
049	.1810-	.1985-	.0073-	.0633-	.1427	.0318	.1649
050	.0915	.0291-	.1905-	.0147	.2001	.0700	.0000
051	.3268-	.0954-	.1859-	.0301-	.1271	.0479-	.0523
052	.1139-	.1347	.1864-	.0590	.0657	.1341-	.0806
053	.0528-	.1334-	.0820-	.0305	.2971-	.3493	.1431-
054	.0260-	.1971-	.1640	.0033-	.3941-	.0934	.2637-
055	.1861-	.1150-	.3292	.1791-	.0205	.0000	.1373
056	.1331-	.0355	.0801-	.0699-	.0680	.0000	.0911-
057	.1169-	.0345-	.3187-	.3083-	.0857	.1400	.0383
058	.2159-	.1294	.0267-	.0042	.0661-	.0809	.1216-
059	.0439-	.1330	.3177-	.0243-	.0945-	.2315-	.1054-
060	.1137-	.0292	.2681-	.1238	.1153	.5650-	.2105
061	.1826-	.2497-	.0814	.2075	.0681-	.1669	.1759-
062	.0490	.0230-	.3376-	.1568-	.3575	.5474-	.2093
063	.0514-	.3624-	.1664	.2642	.3296-	.2417	.2358-
064	.2383	.0702-	.1521-	.1175	.1307	.1601-	.0437
065	.0726-	.2573	.0042-	.4362-	.1167	.1906-	.2517
066	.2075-	.1268-	.1595	.2926-	.0543-	.1861	.0508-
067	.1477-	.2521	.0038-	.2034	.0544	.1902-	.0520
068	.3248-	.0995-	.2141-	.1683	.2810-	.2294	.4387-
069	.0234-	.1069	.2528-	.0029-	.1603	.1963-	.0690
070	.0749	.0465-	.0944	.1523	.0468	.1529-	.1462

TABLE 10

MATRIX OF CORRELATIONS BETWEEN ITEMS
(Cont'd)

VARI-ABLES	008	009	010	011	012	013	014
001	.1467-	.2341-	.0149	.0918-	.0207-	.0466-	.1644-
002	.0904-	.1746-	.1337-	.2146-	.0512-	.0326	.1824-
003	.0890	.2638-	.1309-	.1898-	.1806	.0373	.0265
004	.1816	.3195	.2439	.1102	.0449-	.1153	.0113
005	.3536-	.0145	.1117-	.0348-	.0437	.0655-	.2311-
006	.1155	.0000	.0821	.1420	.0714-	.0917	.2696
007	.4732-	.2130-	.2467-	.2561-	.0000	.2003-	.4124-
008	1.0000	.2865	.1422	.2132	.0825	.3176	.1245
009	.2865	1.0000	.5141	.4451	.0101	.3639	.0994
010	.1422	.5141	1.0000	.4471	.0391-	.3763	.0885
011	.2132	.4451	.4471	1.0000	.1055-	.2708	.2206
012	.0825	.0101	.0391-	.1055-	1.0000	.2161	.1232-
013	.3176	.3639	.3763	.2708	.2161	1.0000	.0939
014	.1245	.0994	.0885	.2206	.1232-	.0939	1.0000
015	.4013	.4606	.4177	.3305	.1295	.6095	.0978
016	.0851	.6062	.5448	.3225	.2528	.4663	.0159
017	.0810	.1849	.4414	.4200	.2324-	.3137	.1633-
018	.1885-	.0316-	.3534	.0632	.0424-	.0272	.0000
019	.0369	.2585	.1080	.1024	.0792-	.0117-	.0046
020	.3715-	.0639	.0629-	.0987-	.1208	.0270	.1229-
021	.1303-	.1504	.3273	.3757	.2708-	.0745	.0049-
022	.3242	.3430	.3622	.3334	.0993-	.3774	.2364
023	.1052-	.2024	.3408	.2295	.1041-	.2060-	.0262
024	.0000	.1142-	.1857-	.0867-	.0788	.1633-	.1418-
025	.1822-	.1119-	.1610-	.0367-	.0410-	.2630-	.0928-
026	.0660	.1897	.4101	.1449	.0588	.2684	.1579
027	.1460	.1326	.0208	.2055	.2745	.1762	.1309
028	.0975-	.1351-	.2541-	.1089	.1930-	.2565-	.1508-
029	.0720	.2033-	.2559-	.0484-	.1247-	.1181-	.0807-
030	.1253-	.0092-	.2316	.0037	.2666	.1114	.3088-
031	.0433-	.1790	.1061	.0419	.0572-	.0550	.0863
032	.0655	.1850-	.2536-	.0011-	.2756-	.4369-	.0734-
033	.0650	.4466	.7236	.3164	.1848	.3249	.1577-
034	.2023-	.0035	.1165-	.1436-	.2432	.1101	.0648
035	.0594-	.2017	.2674	.2308	.2302	.2734	.0333-
036	.2182	.1340	.0724	.2470	.1080-	.0693	.0000
037	.1644	.0875-	.2987-	.0728-	.1085	.0696	.2456
038	.0000	.0000	.0000	.0000	.0000	.0000	.0000
039	.1443	.0532	.1368	.0852	.0714	.1833-	.1078-
040	.2683-	.2379-	.0212-	.1981-	.1475	.0473-	.0557-
041	.1325-	.1464	.0942	.0587-	.2950-	.0841-	.1979
042	.0529-	.0065	.2133-	.1016	.1441-	.1345-	.1285-
043	.1140	.0793-	.0450	.0318	.0188	.2292-	.0284-
044	.3111	.1740	.1065-	.0663	.2908	.1317	.1420
045	.1637	.2130	.4889	.1724	.0648-	.2963	.0367
046	.0132	.3130	.5353	.3945	.1046	.5075	.0888
047	.0434	.3679	.5112	.2514	.1003	.5010	.0549
048	.1299-	.2472	.4465	.1886	.2170-	.0928	.2062
049	.2017-	.0158-	.3173-	.0117-	.1452	.1514	.2946
050	.0000	.3276	.5365	.1671	.0400	.4749	.0906
051	.1106-	.1086	.1049	.1524-	.4652	.1668	.1239
052	.1084-	.0247	.2091-	.1424	.2375	.1671-	.0694-
053	.1008	.1032	.3426	.3556	.0416	.1067	.0942
054	.2697	.2053-	.1151-	.0646	.0801	.2627-	.2821
055	.0580	.0784-	.1513-	.2256-	.4451	.2856	.0867
056	.1925-	.1418-	.2281-	.2746-	.0714-	.1986-	.1977
057	.0808	.0298-	.0958	.0517	.1400-	.1669	.0604
058	.0701	.0488-	.0055	.0954-	.1849	.0445	.3752
059	.1040	.0419	.1584	.2463	.1029-	.1604-	.1775-
060	.1483-	.0692	.1476-	.0423-	.0440	.1601-	.2603-
061	.1239-	.0659	.0033	.1497	.0477-	.2055-	.0309-
062	.1896-	.0698	.0849	.0549	.1460	.0067-	.1417-
063	.2591	.0269-	.1370-	.0088-	.0789	.0127-	.1042
064	.0925-	.1249	.6355	.0409	.0915	.2055	.1381-
065	.0550-	.1419-	.2913-	.3493-	.1951	.1223-	.3460-
066	.1074	.0283	.1273-	.0491	.1139	.0975	.1147
067	.1098	.0189-	.1197-	.0681-	.0109	.1988	.1600-
068	.3974	.5041	.5337	.4497	.1966-	.2944	.2969
069	.1134	.0258-	.3186-	.1650-	.0080-	.0977	.1391-
070	.0442-	.1247-	.1360-	.0934	.0328	.0210	.2969-

TABLE 10

MATRIX OF CORRELATIONS BETWEEN ITEMS
(Cont'd)

VARI-ABLES	015	016	017	018	019	020	021
001	.1481-	.0375-	.2270	.3394	.0302-	.0661	.0278
002	.1278-	.0655-	.0923-	.0314	.2424	.2983	.0934
003	.1613	.0154	.1217	.2481-	.1976-	.0350-	.2044-
004	.3010	.2473	.1206	.2023	.1498	.0520-	.3737
005	.1851-	.0150-	.1031-	.0606-	.0261-	.2101	.0184-
006	.0907	.0737	.0280-	.0890	.0640	.0184	.1354
007	.0578-	.0403-	.0077-	.1703-	.1806-	.0151	.0123
008	.4013	.0851	.0810	.1885-	.0369	.3715-	.1303-
009	.4606	.6062	.1849	.0316-	.2585	.0639	.1504
010	.4177	.5448	.4414	.3534	.1080	.0629-	.3273
011	.3305	.3225	.4200	.0632	.1024	.0987-	.3757
012	.1295	.2528	.2324-	.0424-	.0792-	.1208	.2708-
013	.6095	.4663	.3137	.0272	.0117-	.0270	.0745
014	.0978	.0159	.1633-	.0000	.0046	.1229-	.0049-
015	1.0000	.6015	.3942	.0045	.1966-	.1083-	.0886-
016	.6015	1.0000	.2109	.1094	.1792	.0623	.2595
017	.3942	.2109	1.0000	.1624	.1334-	.1047	.2646
018	.0045	.1094	.1624	1.0000	.1804	.1391	.4354
019	.1966-	.1792	.1334-	.1804	1.0000	.1650	.3301
020	.1083-	.0623	.1047	.1391	.1650	1.0000	.1800
021	.0886-	.2595	.2646	.4354	.3301	.1800	1.0000
022	.3111	.3824	.1552	.0913	.2332	.0143-	.4259
023	.1744	.3045	.1857	.2975	.1593	.0637	.1672
024	.0513	.1626-	.0666-	.1007	.2641-	.1029	.1034-
025	.0303-	.1057-	.1006-	.0213-	.1927-	.0923	.1489-
026	.5703	.5363	.3073	.0509	.2376-	.1569-	.1022-
027	.2827	.2908	.1121	.2477-	.1370-	.0995	.0890-
028	.4191-	.2596-	.0318	.1682	.1692	.1468	.1012
029	.2198-	.2635-	.1784-	.1665	.0966	.0695	.0806
030	.3475	.1856	.1935	.1095-	.1731-	.0582-	.2135-
031	.1247	.1733	.2715	.3452-	.1765-	.1614	.0147
032	.2686-	.2956-	.1623-	.0617	.1202	.0341-	.0051
033	.3570	.6138	.1799	.2505	.0936	.0393-	.2691
034	.0681	.1255	.1306-	.0223	.0737	.1022	.1197
035	.3470	.3083	.0202	.0254	.1265-	.1431-	.1098-
036	.2856	.0557	.2438	.0337	.1854-	.2015-	.0853
037	.1291-	.1539-	.2423-	.1550-	.0749-	.0401-	.2099-
038	.0000	.0000	.0000	.0000	.0000	.0000	.0000
039	.2266-	.0553-	.0421	.0742	.3838	.2666	.1580
040	.0234	.0381	.0797-	.0077	.0275-	.0047	.1515-
041	.0347	.1015	.1480	.2383	.1027	.0801	.1760
042	.3186-	.2433-	.0694	.2857-	.2131	.1196	.0290-
043	.1094	.0873-	.2934-	.0879	.1585-	.0810-	.2405-
044	.1176	.0265-	.1898-	.2932-	.0906-	.0561	.3972-
045	.2827	.3428	.2720	.1599	.1173	.1845-	.0537-
046	.3768	.5093	.1226	.2139	.0278	.0517	.2777
047	.2841	.5508	.0345	.1228	.0337	.1092	.2161
048	.2550	.2820	.1483	.0835	.0504-	.0807-	.0406
049	.0336-	.0515	.2040-	.2122-	.1375-	.0601	.0731-
050	.3808	.3820	.1807	.1247	.0836-	.0463	.1833
051	.2316	.2401	.2096-	.0569	.0735-	.2395	.1815-
052	.1580-	.0751-	.2324-	.0517-	.2041	.3465	.1561
053	.2199	.2146	.1551	.3024	.1180-	.1552-	.3284
054	.0612-	.2801-	.0970-	.0046	.0379-	.3910-	.2375-
055	.1670	.0445	.2453-	.3431-	.4051-	.1275	.2857-
056	.4533-	.3440-	.5329-	.0495	.2204	.0061-	.0451-
057	.1481	.0206-	.1139	.0208	.1702-	.0438	.0569-
058	.0917	.1849	.4528-	.0660-	.1147-	.0498-	.1077
059	.1050	.0721-	.1450	.2176	.0258	.0884-	.0685
060	.0543-	.1288-	.1484	.0076-	.0427-	.2068	.0533-
061	.0324-	.0246-	.0448-	.1805-	.0666	.1267	.0570-
062	.0386	.0484	.1525	.0596-	.1222-	.1456	.1136-
063	.0574-	.0865-	.2101-	.0359	.0582-	.2672-	.0265
064	.2661	.4014	.2560	.2139	.0034-	.0559-	.1662
065	.1008-	.1452-	.1524-	.1839-	.1741-	.3019	.3570-
066	.0201-	.1372-	.0186	.3433-	.1502-	.1197	.2459-
067	.0632	.1907-	.1270-	.0508	.0268-	.0371	.0155
068	.3813	.2368	.2381	.1702	.1908	.1645-	.1346
069	.1907-	.1282-	.0873-	.1624-	.0377	.1635	.0139
070	.0809-	.0677-	.2553	.0794	.0766-	.0942	.2450

TABLE 10

MATRIX OF CORRELATIONS BETWEEN ITEMS
(Cont'd)

VARIABLES	022	023	024	025	026	027	028
001	.0864-	.0375	.1047-	.0052-	.0390	.0128	.0622
002	.1547	.1763-	.2016-	.0050-	.1752-	.0134-	.0356
003	.0471-	.0209	.1634	.0973	.0870	.2334	.1820-
004	.2158	.0573	.0622	.0451-	.0743-	.0583-	.1087-
005	.1419-	.0372	.1039-	.0586-	.0560-	.1239-	.0689
006	.0267	.2430	.0000	.0287-	.0229	.3540	.0241-
007	.2410-	.1162-	.0000	.0862	.0437	.0138-	.0461
008	.3242	.1052-	.0000	.1822-	.0660	.1460	.0975-
009	.3430	.2024	.1142-	.1119-	.1897	.1326	.1351-
010	.3622	.3408	.1857-	.1610-	.4101	.0208	.2541-
011	.3334	.2295	.0867-	.0367-	.1449	.2055	.1089
012	.0993-	.1041-	.0788	.0410-	.0588	.2745	.1930-
013	.3774	.2060-	.1633-	.2630-	.2684	.1762	.2565-
014	.2364	.0262	.1418-	.0928-	.1579	.1309	.1508-
015	.3111	.1744	.0513	.0303-	.5703	.2827	.4191-
016	.3824	.3045	.1626-	.1057-	.5363	.2908	.2596-
017	.1552	.1857	.0666-	.1006-	.3073	.1121	.0318
018	.0913	.2975	.1007	.0213-	.0509	.2477-	.1682
019	.2332	.1593	.2641-	.1927-	.2376-	.1370-	.1692
020	.0143-	.0637	.1029	.0923	.1569-	.0995	.1468
021	.14259	.1672	.1034-	.1489-	.1022-	.0890-	.1012
022	1.0000	.1186	.3991-	.2800-	.3076	.0311	.0780-
023	.1186	1.0000	.1185	.0436	.3627	.0584-	.1070
024	.3991-	.1185	1.0000	.6570	.0155	.0086-	.2128
025	.2800-	.0436	.6570	1.0000	.1017	.0653-	.3287
026	.3076	.3627	.0155	.1017	1.0000	.1284	.1418-
027	.0311	.0584-	.0086-	.0653-	.1284	1.0000	.4111-
028	.0780-	.1070	.2128	.3287	.1418-	.4111-	1.0000
029	.0900-	.1691-	.1022	.2086	.1873-	.3720-	.4801
030	.0661-	.2399	.0663	.0436	.3286	.3314	.4574-
031	.1197	.0106-	.1400-	.0179-	.1390	.6614	.3022-
032	.1628-	.0988	.3978	.4069	.1878-	.4916-	.6194
033	.3279	.1572	.1050-	.1775-	.2908	.1878	.3283-
034	.1325	.2220	.0594	.0359-	.1867	.0076	.2186-
035	.0027-	.0187	.0669-	.0934-	.1482	.0537-	.2671-
036	.1516	.0230	.0641-	.1410-	.0086-	.0191-	.0820-
037	.0685-	.1672-	.1449	.1770	.0413-	.1008	.1213
038	.0000	.0000	.0000	.0000	.0000	.0000	.0000
039	.1470	.0607	.0954	.0717	.0915-	.0759-	.2533
040	.2416-	.0157-	.0438-	.0667	.0768	.0653	.0187-
041	.0552-	.0976	.0195	.1645-	.0367	.0812	.1605-
042	.0956	.0724	.3965-	.1183-	.1615-	.0139	.1747
043	.1812-	.0040-	.1786	.2359	.0467-	.1630	.0365-
044	.0016-	.1200	.2742	.0601	.0315	.1907	.1141
045	.1319	.0310	.1587-	.0732-	.3878	.0602-	.2640-
046	.2734	.2904	.0543-	.0033-	.2716	.0012-	.0844-
047	.3170	.1995	.0893-	.0036	.2070	.0520	.0768-
048	.0331-	.4306	.0811-	.0807	.2908	.1536-	.0298-
049	.1130-	.1756-	.0054	.0137	.1025-	.0948	.0713-
050	.2321	.1616	.3622-	.3214-	.2050	.0991	.4661-
051	.1946-	.1629	.1950	.1099	.2805	.0388	.1987-
052	.2487	.1156-	.1319-	.0115	.2828-	.0285-	.1468
053	.0545	.1238	.1482	.1921	.2064	.1619	.2036-
054	.1057-	.0549-	.2060	.1117	.0292	.0016	.0849
055	.0027	.2625-	.1790	.0721	.1310	.1881	.2885-
056	.0089	.1620-	.0990	.1434	.1754-	.3877-	.2492
057	.0262-	.0085	.0950	.0603-	.1954	.1487	.0912-
058	.1049	.0270-	.0275-	.0058	.0639	.0225-	.2371-
059	.0433-	.0609	.2880	.1218	.1230	.0924-	.0354
060	.0948-	.1030-	.1351	.0811	.1563-	.1896-	.2119
061	.1906-	.2419	.2144	.1265	.1980-	.1411	.0569-
062	.0654-	.0199-	.1609-	.1413-	.0175	.1089-	.0238-
063	.1191-	.0902-	.3104	.0743	.0892-	.0122	.0591
064	.0385	.2237	.3531-	.3445-	.2674	.0567-	.4287-
065	.3287-	.1524-	.3584	.3873	.0734	.0659	.0713
066	.0391-	.0242	.1804	.0877-	.0821-	.1949	.0160
067	.1393	.3721-	.1355	.0709	.1314-	.0981-	.0578-
068	.3005	.1812	.0778	.0329	.1732	.0812-	.0498
069	.0547	.3220-	.0285-	.1006	.3330-	.0014	.2929
070	.2392-	.2276-	.1492	.0768	.2257-	.1122-	.2638

TABLE 10

MATRIX OF CORRELATIONS BETWEEN ITEMS
(Cont'd)

VARI-ABLES	029	030	031	032	033	034	035
001	.1946-	.1370	.0626-	.0947-	.0368-	.1981-	.0336-
002	.1531	.1578-	.0168-	.0431	.0158-	.0872-	.1738-
003	.1782-	.0594	.3367	.1074	.1795-	.0918	.1750-
004	.0566-	.0045-	.0446	.0674	.1415	.0157-	.0755
005	.0085-	.0177-	.1838-	.0849-	.0230-	.1431	.0910-
006	.1247	.0434-	.2251	.0756-	.0563-	.0501	.0343-
007	.0341	.0830	.1298	.0723	.0922-	.0410	.1405-
008	.0720	.1253-	.0433-	.0655	.0650	.2023-	.0594-
009	.2033-	.0092-	.1790	.1850-	.4466	.0035	.2017
010	.2559-	.2316	.1061	.2536-	.7236	.1165-	.2674
011	.0484-	.0037	.0419	.0011-	.3164	.1436-	.2308
012	.1247-	.2666	.0572-	.2756-	.1848	.2432	.2302
013	.1181-	.1114	.0550	.4369-	.3249	.1101	.2734
014	.0807-	.3088-	.0863	.0734-	.1577-	.0648	.0333-
015	.2198-	.3475	.1247	.2686-	.3570	.0681	.3470
016	.2635-	.1856	.1733	.2956-	.6138	.1255	.3083
017	.1784-	.1935	.2715	.1623-	.1799	.1306-	.0202
018	.1665	.1095-	.3452-	.0617	.2505	.0223	.0254
019	.0966	.1731-	.1765-	.1202	.0936	.0737	.1265-
020	.0695	.0582-	.1614	.0341-	.0393-	.1022	.1431-
021	.0806	.2135-	.0147	.0051	.2691	.1197	.1098-
022	.0900-	.0661-	.1197	.1628-	.3279	.1325	.0027-
023	.1691-	.2399	.0106-	.0988	.1572	.2220	.0187
024	.1022	.0663	.1400-	.3978	.1050-	.0594	.0669-
025	.2086	.0436	.0179-	.4069	.1775-	.0359-	.0934-
026	.1873-	.3286	.1390	.1878-	.2908	.1867	.1482
027	.3720-	.3314	.6614	.4916-	.1878	.0076	.0537-
028	.4801	.4574-	.3022-	.6194	.3283-	.2186-	.2671-
029	1.0000	.5717-	.2920-	.4543	.3554-	.0021-	.2037-
030	.5717-	1.0000	.2637	.5203-	.2832	.2238	.3853
031	.2920-	.2637	1.0000	.4171-	.0816	.0989	.1397-
032	.4543	.5203-	.4171-	1.0000	.2809-	.4185-	.1595-
033	.3554-	.2832	.0816	.2809-	1.0000	.0620-	.4320
034	.0021-	.2238	.0989	.4185-	.0620-	1.0000	.1424-
035	.2037-	.3853	.1397-	.1595-	.4320	.1424-	1.0000
036	.1100	.0820-	.1040	.0143-	.1276	.0568	.1684
037	.0513	.1606-	.0783	.0467	.1815-	.1568	.0683-
038	.0000	.0000	.0000	.0000	.0000	.0000	.0000
039	.0312-	.0108-	.1125-	.1607	.1266	.0250	.2914-
040	.1395	.1008	.0452-	.0488	.0290-	.2973-	.2744
041	.0858-	.1294-	.0631	.1649-	.0258	.1263	.2123-
042	.0038-	.0278-	.1353	.1075-	.1135-	.0872	.1980-
043	.2652	.0828	.0049-	.2912	.0518	.4051-	.1601
044	.0522-	.0078	.0284	.0023-	.0067-	.1768	.0472-
045	.1956-	.1698	.0099	.1137-	.4593	.0937-	.3518
046	.1455-	.2174	.0612	.2189-	.5842	.1683	.4713
047	.1740-	.1316	.1586	.2153-	.5726	.0665	.3601
048	.1883-	.1123	.1379	.0596	.2089	.0620-	.0848
049	.0172-	.1392-	.0056	.0396-	.1894-	.0747	.1753
050	.2793-	.2370	.0420	.4396-	.3860	.0140	.1488
051	.0040-	.2826	.0623-	.1848-	.0970	.3069	.2364
052	.0524	.0012-	.0489-	.2099	.0211	.0980-	.2583
053	.0121-	.2148	.0218	.2753-	.2948	.2769	.0898
054	.0867-	.0554	.1768-	.2273	.0596-	.0421-	.1270
055	.1629-	.2486	.2036	.2243-	.1018-	.2063	.2170
056	.1524	.2604-	.2417-	.2017	.1500-	.1836	.0343
057	.0757	.0668	.0945-	.0900-	.0315-	.1893-	.0432
058	.0555-	.1071-	.1649-	.0505-	.0774	.1154	.1955
059	.1037	.0994	.3365-	.1722	.1360	.1584-	.0097
060	.0021	.0513-	.1657-	.2157	.0925	.2289-	.1109
061	.0386-	.2659	.2391	.0893-	.0241-	.1444	.2640
062	.1319-	.1283	.1524-	.0373-	.0944	.2320-	.0738
063	.1306	.0794-	.0440	.0666	.0350-	.2264	.1337
064	.3394-	.3683	.0440-	.3089-	.5225	.0882-	.2580
065	.0172	.1117	.0262	.1238	.0608-	.1384-	.1209-
066	.0608-	.0519	.1895	.0050	.2542-	.0067	.0410-
067	.1850	.1172-	.2312-	.0043-	.0770-	.1086	.1421-
068	.0858	.0697-	.0631-	.0781	.3614	.1263-	.2910
069	.0548-	.1449-	.1031-	.0286-	.1799-	.1503-	.2702-
070	.1367	.1294-	.0708-	.1533	.0602-	.1417-	.1284

TABLE 10

MATRIX OF CORRELATIONS BETWEEN ITEMS
(Cont'd)

VARI-ABLES	036	037	038	039	040	041	042
001	.0960	.1481-	.0000	.1633	.1031-	.0083-	.0299-
002	.4403-	.1253	.0000	.0513	.1515	.0467	.1329
003	.0283	.2731	.0000	.1873-	.0335	.0315-	.2037-
004	.3566	.2089-	.0000	.0262	.0271-	.0721	.3171-
005	.0000	.2325-	.0000	.2296	.1054-	.1873-	.2620
006	.0756-	.2847	.0000	.3750-	.1549	.2294	.0917-
007	.1033-	.2852-	.0000	.2732-	.3527	.0627-	.0751
008	.2182	.1644	.0000	.1443	.2683-	.1325-	.0529-
009	.1340	.0875-	.0000	.0532	.2379	.1464	.0065
010	.0724	.2987-	.0000	.1368	.0212-	.0942	.2133-
011	.2470	.0728-	.0000	.0852	.1981-	.0587-	.1016
012	.1080-	.1085	.0000	.0714	.1475	.2950-	.1441-
013	.0693	.0696	.0000	.1833-	.0473-	.0841-	.1345-
014	.0000	.2456	.0000	.1078-	.0557-	.1979	.1285-
015	.2856	.1291-	.0000	.2266-	.0234	.0347	.3186-
016	.0557	.1539-	.0000	.0553-	.0381	.1015	.2433-
017	.2438	.2423-	.0000	.0421	.0797-	.1480	.0694
018	.0337	.1550-	.0000	.0742	.0077	.2383	.2857-
019	.1854-	.0749-	.0000	.3838	.0275-	.1027	.2131
020	.2015-	.0401-	.0000	.2666	.0047	.0801	.1196
021	.0853	.2099-	.0000	.1580	.1515-	.1760	.0790-
022	.1516	.0685-	.0000	.1470	.2416-	.0552-	.0956
023	.0230	.1672-	.0000	.0607	.0157-	.0976	.0724
024	.0641-	.1449	.0000	.0954	.0438-	.0195	.3965-
025	.1410-	.1770	.0000	.0717	.0667	.1645-	.1183-
026	.0086-	.0413-	.0000	.0915-	.0768	.0367	.1615-
027	.0191-	.1008	.0000	.0759-	.0653	.0812	.0139
028	.0820-	.1213	.0000	.2533	.0187	.1605-	.1747
029	.1100	.0513	.0000	.0312-	.1395	.0858-	.0038-
030	.0820-	.1606-	.0000	.0108-	.1008	.1294-	.0278-
031	.1040	.0783	.0000	.1125-	.0452-	.0631	.1353
032	.0143-	.0467	.0000	.1607	.0488	.1649-	.1075-
033	.1276	.1815-	.0000	.1266	.0290-	.0258	.1135-
034	.0568	.1568	.0000	.0250	.2973-	.1263	.0872
035	.1684	.0683-	.0000	.2914-	.2744	.2123-	.1980-
036	1.0000	.1076-	.0000	.1890-	.2928-	.0867-	.0346-
037	.1076-	1.0000	.0000	.1424-	.2206-	.0653-	.1131
038	.0000	.0000	1.0000	.0000	.0000	.0000	.0000
039	.1890-	.1424-	.0000	1.0000	.3873-	.1147-	.0458
040	.2928-	.2206-	.0000	.3873-	1.0000	.1777-	.0710-
041	.0867-	.0653-	.0000	.1147-	.1777-	1.0000	.1893-
042	.0346-	.1131	.0000	.0458	.0710-	.1893-	1.0000
043	.0249	.1311-	.0000	.0658-	.1869	.1057-	.3800-
044	.2037-	.3012	.0000	.1796	.1700-	.1236-	.1043
045	.2358	.0592-	.0000	.0142	.1025-	.0911-	.0364
046	.1297	.0630	.0000	.0229-	.1595-	.1942-	.0692-
047	.0095	.1214	.0000	.0376-	.1359-	.2473-	.0621-
048	.1276	.1815-	.0000	.0844-	.0290-	.0258	.0103-
049	.0600-	.1477	.0000	.4288-	.0738	.0219	.1369
050	.0000	.3456-	.0000	.1400-	.0723	.0642-	.0257
051	.2896-	.0182-	.0000	.0120-	.2473	.1978-	.0966-
052	.0304	.0229	.0000	.1743	.0623	.4736-	.1647
053	.0220-	.1382	.0000	.1456-	.1052-	.2004	.0267-
054	.0118	.3872	.0000	.1869	.1689-	.0214-	.0771-
055	.2659-	.2576	.0000	.1759-	.0778	.2536-	.1751-
056	.1260-	.5379	.0000	.0417	.0861-	.0765-	.0306
057	.1588-	.1196-	.0000	.2100-	.1085	.2249	.0899-
058	.1682-	.0730	.0000	.0101	.1149	.1578-	.2707-
059	.0097	.3443-	.0000	.2958	.0864-	.1948	.1486-
060	.0194-	.3072-	.0000	.1669	.2255	.0118-	.2401
061	.1893	.0158	.0000	.0715-	.0923	.0602-	.0022
062	.1517-	.5853-	.0000	.2189	.1413	.0251-	.0435
063	.3001	.5145	.0000	.1036-	.2407-	.1663-	.1551-
064	.0605	.5624-	.0000	.0801	.1240	.0367	.1615-
065	.3722-	.2744	.0000	.0079-	.0574	.0947-	.1835
066	.1507-	.0883	.0000	.0665-	.1441-	.0305	.1340-
067	.0431-	.1480-	.0000	.0571	.0098-	.1484-	.0244
068	.0867	.0653	.0000	.1147	.0592-	.0526	.2313-
069	.2438-	.0293	.0000	.0982	.0362-	.1480-	.3420
070	.2023	.1524	.0000	.0191-	.1777	.2281-	.0210

TABLE 10

MATRIX OF CORRELATIONS BETWEEN ITEMS
(Cont'd)

VARI-ABLES	043	044	045	046	047	048	049
001	.0167-	.3673-	.2120	.1470-	.1301-	.0041	.1810-
002	.0594	.1449	.1953-	.0297	.0913	.2367-	.1985-
003	.0063-	.1476	.0431-	.1530-	.0593-	.0184-	.0073-
004	.0621-	.2699-	.1843	.0983	.1025	.2005	.0633-
005	.2417-	.1955-	.0926-	.0840-	.1126-	.0344	.1427
006	.3290	.1796	.2268-	.1601	.1755	.0000	.0318
007	.0180	.2780-	.3253-	.2562-	.2671-	.0307	.1649
008	.1140	.3111	.1637	.0132	.0434	.1299-	.2017-
009	.0793-	.1740	.2130	.3130	.3679	.2472	.0158-
010	.0450	.1065-	.4889	.5353	.5112	.4465	.3173-
011	.0318	.0663	.1724	.3945	.2514	.1886	.0117-
012	.0188	.2908	.0648-	.1046	.1003	.2170-	.1452
013	.2292-	.1317	.2963	.5075	.5010	.0928	.1514
014	.0284-	.1420	.0367	.0888	.0649	.2062	.2946
015	.1094	.1176	.2827	.3768	.2841	.2550	.0336-
016	.0873-	.0265-	.3428	.5093	.5508	.2820	.0515
017	.2934-	.1898-	.2720	.1226	.0345	.1483	.2040-
018	.0879	.2932-	.1599	.2139	.1228	.0835	.2122-
019	.1585-	.0906-	.1173	.0278	.0337	.0504-	.1375-
020	.0810-	.0561	.1845-	.0517	.1092	.0807-	.0601
021	.2405-	.3972-	.0537-	.2777	.2161	.0406	.0731-
022	.1812-	.0016-	.1319	.2734	.3170	.0331-	.1130-
023	.0040-	.1200	.0310	.2904	.1995	.4306	.1756-
024	.1786	.2742	.1587-	.0543-	.0893-	.0811-	.0054
025	.2359	.0601	.0732-	.0033-	.0036	.0807	.0137
026	.0467-	.0315	.3878	.2716	.2070	.2908	.1025-
027	.1630	.1907	.0602-	.0012-	.0520	.1536-	.0948
028	.0365-	.1141	.2640-	.0844-	.0768-	.0298-	.0713-
029	.2652	.0522-	.1956-	.1455-	.1740-	.1683-	.0172-
030	.0828	.0078	.1698	.2174	.1316	.1123	.1392-
031	.0049-	.0284	.0099	.0612	.1586	.1379	.0056
032	.2912	.0023-	.1137-	.2189-	.2153-	.0596	.0396-
033	.0518	.0067-	.4593	.5842	.5726	.2089	.1894-
034	.4051-	.1768	.0937-	.1683	.0665	.0620-	.0747
035	.1601	.0472-	.3518	.4713	.3601	.0848	.1753
036	.0249	.2037-	.2358	.1297	.0095	.1276	.0600-
037	.1311	.3012	.0592-	.0630	.1214	.1815-	.1477
038	.0000	.0000	.0000	.0000	.0000	.0000	.0000
039	.0658-	.1796	.0142	.0229-	.0376-	.0844-	.4288-
040	.1869	.1700-	.1025-	.1595-	.1359-	.0290-	.0738
041	.1057-	.1236-	.0911-	.1942-	.2473-	.0258	.0219
042	.3800-	.1043	.0364	.0692-	.0621-	.0103-	.1369
043	1.0000	.0670	.1455-	.0015	.0016-	.1258	.1233-
044	.0670	1.0000	.1799-	.1739	.2296	.0067-	.0513
045	.1455-	.1799-	1.0000	.3775	.3824	.2680	.0522-
046	.0015	.1739	.3775	1.0000	.8998	.5070	.0952
047	.0016-	.2296	.3824	.8998	1.0000	.4316	.1505
048	.1258	.0067-	.2680	.5070	.4316	1.0000	.1322
049	.1233-	.0513	.0522-	.0952	.1505	.1322	1.0000
050	.0553	.0671-	.1270	.4036	.4002	.5041	.1157
051	.0756	.2523	.0923	.3469	.3314	.2856	.3712
052	.1782	.0851-	.1961-	.0313	.0195	.2805-	.0945
053	.0192	.0174-	.1816	.2863	.2117	.0000	.0462-
054	.1619	.2853	.1219	.1076-	.1632-	.1296-	.0287
055	.0198	.2467	.1539-	.0299	.1184	.1583-	.2969
056	.1535-	.0200	.0378-	.0534-	.0251-	.2438-	.0318
057	.1751	.0587-	.0873-	.0352-	.1018-	.1103-	.2180
058	.0825	.1381	.1583-	.2600	.2424	.0319	.0013
059	.2556	.0878	.0598	.0936-	.2844-	.0376-	.3424-
060	.1588-	.0338	.0786-	.2080-	.2357-	.0520-	.0375
061	.0047	.0871	.0717	.0725	.1118	.1046-	.0659-
062	.0456	.0590-	.1469-	.0760-	.1363-	.2176	.0568
063	.0159-	.1467	.2016	.1445	.1878	.1515-	.0910
064	.0737	.2972-	.3360	.3553	.2529	.5225	.2187-
065	.0815	.1008	.0739-	.1243-	.0709-	.1501-	.0898
066	.0962	.3581	.3241-	.1064-	.0433-	.1944-	.2745
067	.0726-	.1298	.0884	.1558-	.0963-	.3338-	.1196-
068	.1057	.1236	.2212	.4041	.3624	.1032	.1676-
069	.2971-	.0554	.2084-	.0969-	.0781	.2114-	.2753
070	.2566-	.2610-	.0477-	.0717-	.1515-	.1893-	.1968-

TABLE 10

MATRIX OF CORRELATIONS BETWEEN ITEMS
(Cont'd)

VARI-ABLES	050	051	052	053	054	055	056
001	.0915	.3268-	.1139-	.0528-	.0260-	.1861-	.1331-
002	.0291-	.0954-	.1347	.1334-	.1971-	.1150-	.0355
003	.1905	.1859-	.1864-	.0820-	.1640	.3292	.0801-
004	.0147	.0301-	.0590	.0305	.0033-	.1791-	.0699-
005	.2001	.1271	.0657	.2971-	.3941-	.0205	.0680
006	.0700	.0479-	.1341-	.3493	.0934	.0000	.0000
007	.0000	.0523	.0806	.1431-	.2637-	.1373	.0911-
008	.0000	.1106-	.1084-	.1008	.2697	.0580	.1925-
009	.3276	.1086	.0247	.1032	.2053-	.0784-	.1418-
010	.5365	.1049	.2091-	.3426	.1151-	.1513-	.2281-
011	.1671	.1524-	.1424	.3556	.0646	.2256-	.2746-
012	.0400	.4652	.2375	.0416	.0801	.4451	.0714-
013	.4749	.1668	.1671-	.1067	.2627-	.2856	.1986-
014	.0906	.1239	.0694-	.0942	.2821	.0867	.1977
015	.3808	.2316	.1580-	.2199	.0612-	.1670	.4533-
016	.3820	.2401	.0751-	.2146	.2801-	.0445	.3440-
017	.1807	.2096-	.2324-	.1551	.0970-	.2453-	.5329-
018	.1247	.0569	.0517-	.3024	.0046	.3431-	.0495
019	.0836-	.0735-	.2041	.1180-	.0379-	.4051-	.2204
020	.0463	.2395	.3465	.1552-	.3910-	.1275	.0061-
021	.1833	.1815-	.1561	.3284	.2375-	.2857-	.0451-
022	.2321	.1946-	.2487	.0545	.1057-	.0027	.0089
023	.1616	.1629	.1156-	.1238	.0549-	.2625-	.1620-
024	.3622-	.1950	.1319-	.1482	.2060	.1790	.0990
025	.3214-	.1099	.0115	.1921	.1117	.0721	.1434
026	.2050	.2805	.2828-	.2064	.0292	.1310	.1754-
027	.0991	.0388	.0285-	.1619	.0016	.1881	.3877-
028	.4661-	.1987-	.1468	.2036-	.0849	.2885-	.2492
029	.2793-	.0040-	.0524	.0121-	.0867-	.1629-	.1524
030	.2370	.2826	.0012-	.2148	.0554	.2486	.2604-
031	.0420	.0623-	.0489-	.0218	.1768-	.2036	.2417-
032	.4396-	.1848-	.2099	.2753-	.2273	.2243-	.2017
033	.3860	.0970	.0211	.2948	.0596-	.1018-	.1500-
034	.0140	.3069	.0980-	.2769	.0421-	.2063	.1836
035	.1488	.2364	.2583	.0898	.1270	.2170	.0343
036	.0000	.2896-	.0304	.0220-	.0118	.2659-	.1260-
037	.3456-	.0182-	.0229	.1382	.3872	.2576	.5379
038	.0000	.0000	.0000	.0000	.0000	.0000	.0000
039	.1400-	.0120-	.1743	.1456-	.1869	.1759-	.0417
040	.0723	.2473	.0623	.1052-	.1689-	.0778	.0861-
041	.0642-	.1978-	.4736-	.2004	.0214-	.2536-	.0765-
042	.0257	.0966-	.1647	.0267-	.0771-	.1751-	.0306
043	.0553	.0756	.1782	.0192	.1619	.0198	.1535-
044	.0671-	.2523	.0851-	.0174-	.2853	.2467	.0200
045	.1270	.0923	.1961-	.1816	.1219	.1539-	.0378-
046	.4036	.3769	.0313	.2863	.1076-	.0299	.0534-
047	.4002	.3314	.0195	.2117	.1632-	.1184	.0251-
048	.5041	.2856	.2805-	.0000	.1296-	.1583-	.2438-
049	.1157	.3712	.0945	.0462-	.0287	.2969	.0318
050	1.0000	.3286	.1277-	.1223	.4187-	.0422	.4434-
051	.3286	1.0000	.0822	.1115	.0358-	.3466	.0479-
052	.1277-	.0822	1.0000	.1639-	.0576	.1428	.2056
053	.1223	.1115	.1639-	1.0000	.2267	.0878	.0970-
054	.4187-	.0358-	.0576	.2267	1.0000	.0219	.2803
055	.0422	.3466	.1428	.0878	.0219	1.0000	.1340
056	.4434-	.0479-	.2056	.0970-	.2803	.1340	1.0000
057	.1765	.1744	.1164-	.0408	.1265-	.0985	.1400-
058	.1756	.2596	.1313	.1531	.0491	.3781	.1079
059	.0144-	.0197-	.0959-	.0974	.1274	.3542-	.2315-
060	.1223-	.0295	.2520	.2243-	.0048-	.1084-	.1883-
061	.3406-	.0091-	.0722	.1180	.0200	.0455	.1510
062	.3781	.2027	.1262	.3293-	.3057-	.0477-	.5230-
063	.3964-	.0198	.0342-	.3116	.4914	.1700	.4488
064	.7175	.2147	.1846-	.0466	.2843-	.1448-	.4804-
065	.1824-	.2678	.0928	.0647-	.1078-	.3097	.0741
066	.1117-	.0509	.0891	.2090-	.0124	.3607	.0443-
067	.0213-	.0291-	.0194-	.0554	.0960-	.0879	.1014
068	.0642	.0879	.0185-	.2004	.1643	.2075-	.0765
069	.0236-	.0215	.1421	.0572-	.1476-	.0761	.0280-
070	.2249-	.1978-	.1210	.0668	.0453-	.0538	.0510

TABLE 10

MATRIX OF CORRELATIONS BETWEEN ITEMS
(Cont'd)

VARI-ABLES	057	058	059	060	061	062	063
001	.1169-	.2159-	.0439-	.1137-	.1826-	.0490	.0514-
002	.0345-	.1294	.1330	.0292	.2497-	.0230-	.3624-
003	.3187-	.0267-	.3177-	.2681-	.0814	.3376-	.1664
004	.3083-	.0042	.0243-	.1238	.2075	.1568-	.2642
005	.0857	.0661-	.0945-	.1153	.0681-	.3575	.2396-
006	.1400	.0809	.2315-	.5650-	.1669	.5474-	.2417
007	.0383	.1216-	.1054-	.2105	.1759-	.2093	.2358-
008	.0808	.0701	.1040	.1483-	.1239-	.1896-	.2591
009	.0298-	.0488-	.0419	.0692	.0659	.0698	.0269-
010	.0958	.0055	.1584	.1476-	.0033	.0849	.1370-
011	.0517	.0954-	.2463	.0423-	.1497	.0549	.0088-
012	.1400-	.1849	.1029-	.0440	.0477-	.1460	.0789
013	.1669	.0445	.1604-	.1601-	.2055-	.0067-	.0127-
014	.0604	.3752	.1775-	.2603-	.0309-	.1417-	.1042
015	.1481	.0917	.1050	.0543-	.0324-	.0386	.0574-
016	.0206-	.1849	.0721-	.1288-	.0246-	.0484	.0865-
017	.1139	.4528-	.1450	.1484	.0448-	.1525	.2101-
018	.0208	.0660-	.2176	.0076-	.1805-	.0596-	.0359
019	.1702-	.1147-	.0258	.0427-	.0666	.1222-	.0582-
020	.0438	.0498-	.0884-	.2068	.1267	.1456	.2672-
021	.0569-	.1077	.0685	.0533-	.0570-	.1136-	.0265
022	.0262-	.1049	.0433-	.0948-	.1906-	.0654-	.1191-
023	.0085	.0270-	.0609	.1030-	.2419	.0199-	.0902-
024	.0950	.0275-	.2880	.1351	.2144	.1609-	.3104
025	.0603-	.0058	.1218	.0811	.1265	.1413-	.0743
026	.1954	.0639	.1230	.1563-	.1980-	.0175	.0892-
027	.1487	.0225-	.0924-	.1896-	.1411	.1089-	.0122
028	.0912-	.2371-	.0354	.2119	.0569-	.0238-	.0591
029	.0757	.0555-	.1037	.0021	.0386-	.1319-	.1306
030	.0668	.1071-	.0994	.0513-	.2659	.1283	.0794-
031	.0945-	.1649-	.3365-	.1657-	.2391	.1524-	.0440
032	.0900-	.0505-	.1722	.2157	.0893-	.0373-	.0666
033	.0315-	.0774	.1360	.0925	.0241-	.0944	.0350-
034	.1893-	.1154	.1584-	.2289-	.1444	.2320-	.2264
035	.0432	.1955	.0097	.1109	.2640	.0738	.1337
036	.1588-	.1682-	.0097	.0194-	.1893	.1517-	.3001
037	.1196-	.0730	.3443-	.3072-	.0158	.5853-	.5145
038	.0000	.0000	.0000	.0000	.0000	.0000	.0000
039	.2100-	.0101	.2958	.1669	.0715-	.2189	.1036-
040	.1085	.1149	.0864-	.2255	.0923	.1413	.2407-
041	.2249	.1578-	.1948	.0118-	.0602-	.0251-	.1663-
042	.0899-	.2707-	.1486-	.2401	.0022	.0435	.1551-
043	.1751	.0825	.2556	.1588-	.0047	.0456	.0159-
044	.0587-	.1381	.0878	.0338	.0871	.0590-	.1467
045	.0873-	.1583-	.0598	.0786-	.0717	.1469-	.2016
046	.0352-	.2600	.0936-	.2080-	.0725	.0760-	.1445
047	.1018-	.2424	.2844-	.2357-	.1118	.1363-	.1878
048	.1103-	.0319	.0376-	.0520-	.1046-	.2176	.1515-
049	.2180	.0013	.3424-	.0375	.0659-	.0568	.0910
050	.1765	.1756	.0144-	.1223-	.3406-	.3781	.3964-
051	.1744	.2596	.0197-	.0295	.0091-	.2027	.0198
052	.1164-	.1313	.0959-	.2520	.0722	.1262	.0342-
053	.0408	.1531	.0974	.2243-	.1180	.3293-	.3116
054	.1265-	.0491	.1274	.0048-	.0200	.3057-	.4914
055	.0985	.3781	.3542-	.1084-	.0455	.0477-	.1700
056	.1400-	.1079	.2315-	.1883-	.1510	.5230-	.4488
057	1.0000	.0623-	.2846	.0935-	.1770-	.1584	.3046-
058	.0623-	1.0000	.0926-	.0769-	.0743-	.0015-	.0461
059	.2846	.0926-	1.0000	.2815	.1699-	.3182	.2904-
060	.0135-	.0769-	.2815	1.0000	.0870-	.5942	.3564-
061	.1770-	.0743-	.1699-	.0870-	1.0000	.3419-	.3861
062	.1584	.0015-	.3182	.5942	.3419-	1.0000	.7597-
063	.3046-	.0461	.2904-	.3564-	.3861	.7597-	1.0000
064	.0673	.1749	.1936	.0082	.2634-	.4850	.4367-
065	.3158	.0655-	.0972	.2235	.1765-	.1287	.1568-
066	.5025	.1775-	.1265-	.1843-	.1490	.0728	.0505-
067	.1651-	.0169	.2652	.1426	.0154-	.1124-	.0696
068	.0964	.0278-	.0413	.1061-	.1696	.1423-	.1663
069	.0432	.0011-	.2605-	.2838	.1425-	.1341	.0997-
070	.3105-	.0588	.0216-	.2632	.1039	.1088-	.2297

TABLE 10

MATRIX OF CORRELATIONS BETWEEN ITEMS
(Cont'd)

VARI-ABLES	064	065	066	067	068	069	070
001	.2383	.0726-	.2075-	.1477-	.3248-	.0234-	.0749
002	.0702-	.2573	.1268-	.2521	.0995-	.1069	.0465-
003	.1521-	.0042-	.1595	.0038-	.2141-	.2528-	.0944
004	.1175	.4362-	.2926-	.2034	.1683	.0029-	.1523
005	.1307	.1167	.0543-	.0544	.2810-	.1603	.0468
006	.1601-	.1906-	.1861	.1902-	.2294	.1963-	.1529-
007	.0437	.2517	.0508-	.0520	.4387-	.0690	.1462
008	.0925-	.0550-	.1074	.1098	.3974	.1134	.0442-
009	.1249	.1419-	.0283	.0189-	.5041	.0258-	.1247-
010	.6355	.2913-	.1273-	.1197-	.5337	.3186-	.1360-
011	.0409	.3493-	.0491	.0681-	.4497	.1650-	.0934
012	.0915	.1951	.1139	.0109	.1966-	.0080-	.0328
013	.2055	.1223-	.0975	.1988	.2944	.0977	.0210
014	.1381-	.3460-	.1147	.1600-	.2969	.1391-	.2969-
015	.2661	.1008-	.0201-	.0632	.3813	.1907-	.0809-
016	.4014	.1452-	.1372-	.1907-	.2368	.1282-	.0677-
017	.2560	.1524-	.0186	.1270-	.2381	.0873-	.2553
018	.2139	.1839-	.3433-	.0508	.1702	.1624-	.0794
019	.0034-	.1741-	.1502-	.0268-	.1908	.0377	.0766-
020	.0559-	.3019	.1197	.0371	.1645-	.1635	.0942
021	.1662	.3570-	.2459-	.0155	.1346	.0139	.2450
022	.0385	.3287-	.0391-	.1393	.3005	.0547	.2392-
023	.2237	.1524-	.0242	.3721-	.1812	.3220-	.2276-
024	.3531	.3584	.1804	.1355	.0778	.0285-	.1492
025	.3445-	.3873	.0877-	.0709	.0329	.1006	.0768
026	.2674	.0734	.0821-	.1314-	.1732	.3330-	.2257-
027	.0567-	.0659	.1949	.0981-	.0812-	.0014	.1122-
028	.4287-	.0713	.0160	.0578-	.0498	.2929	.2638
029	.3394-	.0172	.0608-	.1850	.0858	.0548-	.1367
030	.3683	.1117	.0519	.1172-	.0697-	.1449-	.1294-
031	.0440-	.0262	.1895	.2312-	.0631-	.1031-	.0708-
032	.3089-	.1238	.0050	.0043-	.0781	.0286-	.1533
033	.5225	.0608-	.2542-	.0770-	.3614	.1799-	.0602-
034	.0882-	.1384-	.0067	.1086	.1263-	.1503-	.1417-
035	.2580	.1209-	.0410-	.1421-	.2910	.2702-	.1284
036	.0605	.3722-	.1507-	.0431-	.0867	.2438-	.2023
037	.5624-	.2744	.0883	.1480-	.0653	.0293	.1524
038	.0000	.0000	.0000	.0000	.0000	.0000	.0000
039	.0801	.0079-	.0665-	.0571	.1147	.0982	.0191-
040	.1240	.0574	.1441-	.0098-	.0592-	.0362-	.1777
041	.0367	.0947-	.0305	.1484-	.0526	.1480-	.2281-
042	.1615-	.1835	.1340-	.0244	.2313-	.3420	.0210
043	.0737	.0815	.0962	.0726-	.1057	.2971-	.2566-
044	.2972-	.1008	.3581	.1298	.1236	.0554	.2610-
045	.3360	.0739-	.3241-	.0884	.2212	.2084-	.0477-
046	.3553	.1243-	.1064-	.1558-	.4041	.0969-	.0717-
047	.2529	.0709-	.0433-	.0963-	.3624	.0781	.1515-
048	.5225	.1501-	.1944-	.3338-	.1032	.2114-	.1893-
049	.2187-	.0898	.2745	.1196-	.1676-	.2753	.1968-
050	.7175	.1824-	.1117-	.0213-	.0642	.0236-	.2249-
051	.2147	.2678	.0509	.0291-	.0879	.0215	.1978-
052	.1846-	.0928	.0891	.0194-	.0185-	.1421	.1210
053	.0466	.0647-	.2090-	.0554	.2004	.0572-	.0668
054	.2843-	.1078-	.0124	.0960-	.1643	.1476-	.0453-
055	.1448-	.3097	.3607	.0879	.2075-	.0761	.0538
056	.4804-	.0741	.0443-	.1014	.0765	.0280-	.0510
057	.0673	.3158	.5025	.1651-	.0964	.0432	.3105-
058	.1749	.0655-	.1775-	.0169	.0278-	.0011-	.0588
059	.1936	.0972	.1265-	.2652	.0413	.2605-	.0216-
060	.0082	.2235	.1843-	.1426	.1061-	.2838	.2632
061	.2634-	.1765-	.1490	.0154-	.1696	.1425-	.1039
062	.4850	.1287	.0728	.1124-	.1423-	.1341	.1088-
063	.4367-	.1568-	.0505-	.0696	.1663	.0997-	.2297
064	1.0000	.1882-	.2767-	.2010-	.0367-	.2560-	.0857-
065	.1882-	1.0000	.1309	.0495-	.2696-	.2415	.0267
066	.2767-	.1309	1.0000	.2882-	.0915	.0186-	.3964-
067	.2010-	.0495-	.2882-	1.0000	.1135-	.2o23	.1135
068	.0367-	.2696-	.0915	.1135-	1.0000	.1094-	.1228-
069	.2560-	.2415	.0186-	.2123	.1094-	1.0000	.0879
070	.0857-	.0267	.3964-	.1135	.1228-	.0879	1.0000

APPENDIX H

FACTOR ANALYSIS INTERPRETATION

APPENDIX H

FACTOR ANALYSIS INTERPRETATION

The Purpose of the Analysis

Given a large number of items, many of which are hypothesized as being inter-related by a smaller number of underlying attitude variables, the task of interpreting differences between Phase I of the research program and later phases is simplified by a factor analysis. The factors which emerge are the underlying variables which account for the variance of the items. Items which are heavily "saturated" with a factor, *i.e.*, those whose variance is in large part due to a particular factor, can be employed to represent that factor in any further analyses. ("Saturations" are the coefficients in the regression equation relating an item to the factors.)

The items selected for the factor analysis were therefore those which were thought likely to show changed values as a result of the HIT program between Phase I and subsequent phases. Some were attitudinal, while others reflected perceptions of the internal work environment. Thus, items about unions or supervisors are manifestly attitudinal but so, in a sense, are the questions relating to the physical work environment.

Another purpose of the factor analytic procedure, apart from the data reduction aspect, is to explore the relationships between items. In the present case most, if not all, the items would be regarded as measuring aspects of "job satisfaction", or feelings and perceptions which contribute to the degree of "job satisfaction". It is of interest to find, analytically, how many distinguishable underlying variables there are, their nature and the degree to which they are themselves inter-related.

In the present instance eight factors were found to be meaningful, and out of seventy items, all but eight had significant "saturations" with at least one factor. In most cases, there was a clear "saturation" with one factor in particular, thus clarifying the interpretation of the factor itself.

It cannot, of course, be said that items which are either related to all the factors to a small degree, (and thereby having a large proportion of their variance accounted for by those eight factors, such as variable 64, or are almost entirely independent of the factors, such as variables 1, 20, 33, 42, 40, 49, and 53) are not important. A differently constituted battery of items might have generated a "factor" simply by the inclusion of a number of items which related to the same area of discourse. It is necessary, in fact, to look at the factor pattern from two viewpoints.

The absence of a relationship between a factor and an item tells us something about both. For example, variable one, "general condition of health," is not related to any significant extent, to any factor and has a low communality,* *i.e.*, it is an item which is specific. Doubtless, however, it could have been manifested as a "health" factor if a series of questions about health had been included. The factor analysis can only show that there is no relationship between it and the factors which *do* underly the battery of items employed. Looked at from another viewpoint, therefore, if the worker's perception of his health is of substantive importance, it is still justifiable to examine any changes in this item knowing that it could be built up into another *independent* factor. A similar rational can be applied to other items, *e.g.*, variable 53, "Locker Facilities". One learns that this has little or nothing to do with other items purporting to do with job satisfaction or its correlates, and in this case it is unlikely that this factor could be regarded as of substantive interest in its own right, either.

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*The communality is the proportion of variance of an item which is accounted for by the variance of the common factors.

Technical Procedure

The technical procedure used in the analysis was as follows:

First, twelve principal components were extracted, using Hotelling's iterative scheme which employs unity in the diagonal of the correlation matrix.

It became apparent that there was a high proportion of specific variance in the battery of items, and judgment had to be employed as to the number of components to work with for subsequent rotation. The eight values showed that after eight components there was little or no change in the amount of variance being accounted for by each subsequent component, *i.e.*, each was accounting for some small percentage of the order of 2-3%. It therefore seemed reasonable to attempt an eight factor solution, with the reservation that other solutions would be tried if this was found to be necessary. A greater or lesser number of factors could be tried.

The first trial made reasonable sense, both statistically and substantively. The orthogonal varimax solution suggested, however, that we were dealing with correlated factors, *i.e.*, that an oblique rather than an orthogonal solution would be more meaningful. An oblique analysis, therefore, was performed. It is this analysis which has been used as one basis for selection of "change" variables and their interpretation.

The Oblimax procedure was used for the oblique solution. This produces a simple structure solution, *i.e.*, one in which an item is saturated to the maximum on one factor and to the minimum on all others, for a given set of data. The Table of Coefficients which is presented in this report is the factor *pattern.* These table entries should be interpreted as regression coefficients relating primary factors to items, *i.e.*, they are saturations of items with factors.

The Table of Correlations (see Table H.1) between factors shows that there is a fair degree of such correlation - a finding which is not unexpected since one is examining attitudes and perceptions conceptualized as relating to "job satisfaction" in some sense or other.

TABLE H.1

MATRIX OF CORRELATIONS BETWEEN FACTORS

	FACTORS							
FACTORS	I	II	III	IV	V	VI	VII	VIII
I	.9957	.1394	.0628-	.6231-	.0067-	.1109-	.3877	.4535-
II	.1394	1.0002	.3788-	.1775	.0887	.2929-	.1854-	.4150
III	.0628-	.3788-	.9995	.0604	.0290-	.2586	.5079-	.2097-
IV	.6231-	.1775	.0604	1.0000	.1102	.1220	.1483-	.4598
V	.0067-	.0887	.0290-	.1102	1.0004	.0797-	.0140	.1248-
VI	.1109-	.2929-	.2586	.1220	.0797-	.9987	.1780	.2252-
VII	.3877	.1854-	.5079-	.1483-	.0140	.1780	1.0004	.3796-
VIII	.4535-	.4150	.2097-	.4598	.1248-	.2252-	.3496-	.9963

One factor, however, does stand out as being more or less independent, namely the perception of the effect of race upon relationships between worker and peers and between worker and supervisor.

The Nature of the Factors

The matrix of factor coefficients (*i.e.*, the factor "pattern") shows a clear set of relationships between the statistically determined components of variance and the items whose variance they are accounting for. It is therefore possible to infer the nature of the factor, conceived as an attitude or perception dimension, from this pattern. The higher coefficient, the greater contribution to the variance of response to an item the factor is making.

The Matrix of Coefficients which is presented in the report is reproduced as it was printed out from the computer. No significance should be attached to the order of the columns of coefficients or to the order of the factors these coefficients describe. In the ensuing text they are described in the order of the table, from left to right.

Generally, we have accepted coefficients of 0.4 or over as statistically significant.

Factor 1. This factor is one of favorable or unfavorable attitude to the job the worker is doing in terms of working conditions, equipment, pay or prospects. It should, as in all the present factor interpretations, be borne in mind that the factor is a dimension, running from a positive to a negative pole. In the Table of Coefficients, there is no indication of how large a proportion of workers is favorable or unfavorable in their attitudes. We know only that there is a dimension of attitude which accounts for a sizeable proportion of variation in answers to the following items:

- Evaluation of ventilation in work area;
- Evaluation of quantity of machines or equipment provided;
- Evaluation of condition of machines or equipment provided;

- Evaluation of pay;
- Evaluation of chances of promotion.

Certain other items are quite highly saturated with this factor, two of which are worth commenting on. One is variable 41, which is a composite variable jointly relating attitude to promotion and the worker's perception of the existence of vacancies. In this instance the interpretation of the factor is aided by knowing that the worker's overall evaluation of his job is, in part, tied in with his perception that promotion may be blocked by lack of vacancies (which may well reflect a genuine state of affairs inherent in the structure of the job).

The second of these items which should be noted is variable 3, where it appears that the workers who tend toward an unfavorable attitude toward the job they are doing perceive themselves, nonetheless, as having a comparatively high degree of importance to the company. (This follows because there is a negative sign attached to the coefficient and the direction of scoring of the questions is such that the positive pole of the factor corresponds to an unfavorable attitude to the job; a negative coefficient for the degree of perceived importance to the company or organization means that "important" is a response associated with the positive (unfavorable) pole of the factor). The interpretation of this phenomenon is unclear, but since it appears in the orthogonal as well as the oblique solutions, it would be unwise to dismiss it simply as a statistical artifact.

Factor II. This is clearly an "attitude-to-unions" factor.

The highly saturated items are:

- Unions help to secure better conditions for working people.
- Unions stick up for bosses rather than their own people.

- Unions don't help, they just collect dues.
- Unions are good for this country.
- The current size of membership of a relevant union.

The signs of the coefficients are all in a consistent direction, the positive pole being "anti" union.

Factor III. Here we have what can best be described as a favorable/unfavorable attitude toward the company or organization (rather than to the job or to co-workers) related to length of experience with the company. The items which seem to define it, *i.e.*, are fairly highly saturated and are also meaningful in content:

- Number of promotions;
- Expectations of further promotion, based on experience;
- Degree of tiredness on getting home after work;
- Evaluation of pacing of job.

There is also some positive association between this factor and length of time with the company which is in line with the "sense" of the other items.

The signs of the coefficients of these variables are consistent, and the positive pole represents a favorable attitude in terms of promotional expectation based on experience and the feeling that the company and/or organization is not over-demanding of its workers.

Factor IV. The pattern of saturations makes it clear that this is a factor of attitude toward supervisors. It is defined by the following items:

- Attitude toward supervisor's understanding of a worker's "feeling low."
- Attitude toward supervisor's knowledge of supervisor's job.

- Perception of supervisor's selfishness.
- Perception of supervisor's favoritism.
- Perception of supervisor's receptivity to new ideas.

The signs of the coefficients are consistent, the positive pole of the factor representing an unfavorable attitude toward supervisors.

It is interesting to note that the halo effect is working here, with so many aspects of a supervisor's role being evaluated by the worker in a correlated direction.

Factor V. This can be interpreted as perception of how one's race affects interpersonal relationships at work. The "core" items are:

- Perceived effect of race on who will be friendly;
- Perceived effect of race on supervisor's attitude;
- Perceived effect of race on worker.

Along with these two manifestly race-oriented items we find variable 24, which is concerned with the worker's perception of his co-worker's dependability "when things go wrong". This, one may conclude, makes sense, since it seems likely that if there is a belief that race affects friendliness, it will also affect the dependability of peers in a crisis.

The positive pole of this factor is disagreement that race is relevant to friendliness, etc.

Factor VI. This is a factor concerned with attitudes outside the worker's present company/organization, in terms of degree of aspiration (or none). The level of aspiration relates, it would appear (a) to the worker's perception of the importance of his or her present job, or perception of how other people see it (if perceived as low level, then there is an association with drive to move to a more skilled job outside the company, an association which is not found in the case of attitude to job-change within the company);

(b) degree to which the job is found interesting or would be "missed"; (c) the degree to which co-workers would be "missed". The defining items are:

- Aspiration to any job outside organization;
- Aspiration to a more skilled job outside organization;

The correlated and, one hypothesizes, causally related items are:

- Self-perception of present job's importance relative to others in organization;
- Perception of other people's opinion of jobs;
- "If transferred, would you miss people you work with?"
- If transferred, would you miss present job?"
- Is job interesting?"

The coefficients are consistent, the positive pole of the factor representing a drive to find higher skilled job outside the organization.

Factor VII. This is a less clearly defined factor than any of the others. Its core seems to be job aspiration within the company but there are a number of other items which are saturated with this factor which do not have obvious relevance, although they are not contradictory.

The saturated items we take to be defining are:

- Different type of job desired in company;
- More skilled job desired in company; (This has a low saturation with the factor, but the coefficient has the "correct" sign.)

Related to these items are (among others):

- Evaluation of pay;
- Evaluation of chances of promotion; (Another fairly low-saturation item.) Evaluation of chances of promotion is based on perception that there are no vacancies.

The positive pole of this factor is probably most helpful in understanding it. Workers who were at that end would be tending to say that they did not want another job in the company - that the pay was low, and that their chances of promotion were poor because of the structure of the job, *i.e.*, there were no vacancies.

Factor VIII. This is a clearly defined factor, the nature of which would seem to be the worker's degree of self-esteem (and perhaps "self-importance") in the work environment. The core items are:

- Perceived importance to the company;
- "Does job make you feel like somebody?"
- Degree to which co-workers ask advice about their jobs;
- Degree to which co-workers care for you as a person.

The direction of scoring of these items is such that the positive pole of the factor represents low self-esteem in the context of work.

Associated with this factor are three items concerned with the worker's perception of his supervisor:

- Supervisor's understanding of a worker's "feeling low";
- Supervisor's selfishness;
- Supervisor's perception of job's importance.

It seems plausible that worker's attitude toward himself in the work environment can be affected by his supervisor's attitudes of personality, although it is also possible that perceptions of supervisors will themselves be influenced by a worker's perception of his own importance in the scheme of things.

The Correlations Between The Factors

As pointed out at the beginning, there is a moderate degree of correlation between the factors. (See Matrix of Correlations Between Factors on the following page). What this means is that a worker's attitudes to his job are interrelated and that although there are many facets to "job-satisfaction" yet there is a pervading sense of such satisfaction or non-satisfaction running through most of the responses. An exception to this is the perception of effects of race prejudice. On _a priori_ grounds one might expect this factor to be independent of the others; race is an issue unto itself.

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This article reviews the place of the Negro in the job market since the days of slavery. Although they have been pushed into menial, low-paid jobs, they have made gains in the last ten years.

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The purpose of this paper was to investigate the dimensions of job satisfaction for two groups of semi-skilled workers. The major dimensions for both groups were: satisfaction with supervisor; satisfaction with physical working conditions; and satisfaction with company policies.

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Self-esteem proved to be unrelated to a variety of job-related variables.

72. Lefton, Mark. "The Blue Collar Worker and the Middle Class Ethic." *Sociology and Social Research*, Vol. 51, No. 2 (January, 1967), 158-170.

This study dealt with factors contributing to a middle class success ethic among blue collar workers. A significant difference between Negroes and Whites on two variables is noted: expectations and anomie. Lower expectations for Negro workers is revealed.

73. Levison, Harry, Charlton R. Price, Kenneth J. Munden, and Harold J. Mandl. *Men, Management and Mental Health*. Cambridge, Massachusetts: Howard University Press, 1966.

The authors investigate the relationship between the work situation and mental health based on a study of a midwestern company. The effects of company size, managerial methods, and interrelationships, etc. on the employee's psychological state are dealt with.

74. Likert, Rensis. *New Patterns of Management*. New York: McGraw Hill Book Company, 1961.

The policies and concepts of today's management systems are explored. Based on modern research on American industry, a new theory of organization is presented.

75. Livernash, E. Robert. "Trends in Employer Manpower Policies." Monthly Labor Review, Vol. 90, No. 2 (February, 1967), 28-29.

Developments in employment policies due to job market and civil rights pressure are noted: more creative recruitment, less stereotyped selection standards, development of merit policies and a more analytic approach to training.

76. Lukaczer, Moses. "Dimensions of Manpower Policy: Programs and Research." Labor Law Journal, Vol. 18 (July, 1967), 420-426.

This article consists of papers dealing with manpower programs from the viewpoint of the legislator. It deals with problems of programs at the local level and with research needs for manpower policy.

77. March, James G., and Herbert A. Simon. Organizations. New York: John Wiley, 1958.

This book is a comprehensive volume on organizations that brings together into a single framework the diverse approaches that have been taken to this subject by sociologists, followers of Taylor's scientific management, business and public administration theorists, social psychologists, and economists interested in the theory of the firm.

78. Marcus, Edward E. "The Basis of Effective Human Communication." Public Personnel Review, Vol. 28 (April, 1967), 110-113.

This paper discusses the importance of maintaining effective communications and the nature of communication acts as the primary element in achieving success. The need for rapport, sender-receiver relations and role expectations in effective communications are discussed.

79. Marks, Samuel B. "Employer Techniques for Upgrading Low-Skill Workers." Presented at the Industrial Relations Research Association, 21st Annual Winter Meeting, December 30, 1968, 18 pp., available from the author at the Skill Achievement Institute, 4 Nevada Lane, Lake Success, N. Y. 11040.

This paper deals with the upgrading of low-skilled employees, utilizing a High Intensity Training approach. The problems and motivating of underemployed workers are discussed.

80. McWhinney, William R. H., and Sidney R. Adelman. "Mental Health of the Industrial Worker: An Analysis and Review." Human Organization, Vol. 25, No. 2 (Summer, 1966), 180-182; II Rejoiner 182-184.

Major conclusions are that many workers manifest feelings that signify none too satisfactory mental health, and this varies consistently with the occupational level of jobs held. Whether this is due to differential selection of persons for certain jobs is questioned.

81. Metzner, Helen, and Floyd Mann. "Employee Attitudes and Absences." Personnel Psychology, Vol. 6 (1953), 467-485.

No simple relationship between absenteeism and work attitudes exists for employees. As hypothesized, job satisfaction was inversely related to absence rate for white collar men working at low-skill levels and for blue collar men, but not at all for white collar women or white collar men working at higher level jobs.

82. Meyer, Paul J. "Motivation: Key to Employee Performance." Automation, Vol. 13 (February, 1966), 22-23.

This article finds the self-motivated (inspired) employee to be the most productive. Discusses how to inspire employees by relating company goals to them, setting up challenges and triggering competition.

83. Meyer, Paul J. "Which Motivates Best? Fear, Money, Inspiration." Supervision, Vol. 30 (January, 1968), 3-4.

The drawbacks of fear and money motivation are indicated and methods of inspiration are discussed.

84. Mikes, Patricia Smith, and Charles L. Hulin. "Use of Importance as a Weighting Component of Job Satisfaction." Journal of Applied Psychology, Vol. 52, No. 5 (1968), 394-398.

The relationship between job satisfaction and the rated importance of certain aspects of the job was tested. It was concluded that importance was not a good predicter of job satisfaction.

85. "Needs and Strategies in Manpower Policies." Manpower Report of the President, U. S. Dept. of Labor. Washington, D. C.: U. S. Government Printing Office, April 1968. pp. 103-108.

Employer attitudes toward the subemployed are discussed. The author feels standards could be reduced for them and also that the supervisors may need training in working with this group.

86. Newman, Dorothy K. "The Negroes' Journey to the City – Part I." Report Card, (December, 1965), 19 pp.

This paper, studying Negroes' aspirations and motivation in the U. S., finds that Negroes do strive for better conditions and make efforts to grasp opportunity when it is available.

87. Newman, Dorothy K. "The Negroes' Journey to the City — Part II." Report Card, Vol. 14, No. 4 (May, 1966).

This paper discusses the effectiveness of the Negroes' high aspirations in the face of lagging employment opportunities and compares the economic status of Negroes today with immigrants at the turn of the century. The author concludes that the Negro wishes to succeed, but there are many barriers to opportunity.

88. Newman, William H., Charles E. Summer, and E. Kerby Warren. The Process of Management. Englewood Cliffs: Prentice-Hall, 1967.

This book helps integrate the new insights from behavioral science and decision making theory with well-established concepts about the work of managers.

89. Northrup, Herbert R. "Intra-plant Mobility of Negroes: Some Industry Differences." Philadelphia, Pa.: Dept. of Industry, Wharton School of Finance and Commerce, U. of Pennsylvania.

Paper discusses Negro in-plant movement and factors which determine such movement in four different industries.

90. Northrup, Herbert R. "The Racial Policies of American Industry." Monthly Labor Review, Vol. 90 (July, 1967), 41-43.

In this article, the author develops several of his own hypotheses of racial employment policies in American industry.

91. O'Donnell, William. "The Real Problem in Communications." Personnel Journal, Vol. 46 (January, 1967), 50-51.

Management-employee relations and supervisor-worker relations are discussed in terms of a communication relationship, as well as reasons for the result of a "break down" in this relationship.

92. Porter, Lyman W., and Edward E. Lawler. "Properties of Organization Structure in Relation to Job Attitudes and Job Behavior." Psychological Bulletin Vol. 64, No. 1 (July, 1965), 23-51.

This article reviews the results of empirical field studies that have investigated the relationship between properties of organization structure and job attitudes and behavior in industry. A number of variables are found to be significantly related.

93. Price, Daniel O. "Occupational Changes Among Whites and Nonwhites with Projections for 1970." Social Science Quarterly, Vol. 49, No. 3 (December, 1968), 563-572.

Trends of employment by occupation, from 1920 to 1960, are reviewed for White and Nonwhite workers of both sexes. Projections for 1970 see general upward movement for Nonwhites, especially females.

94. Purcell, Theodore V. *Blue Collar Man: Patterns of Dual Allegiance in Industry*. Cambridge, Mass: Harvard University Press, 1960.

In this book, the packing house worker's "dual allegiance" toward both union and management is explored. The author attempts to clarify this concept, as well as other company and union attitudes and allegiances.

95. Rocha, Joseph R. "The Differential Impact of an Urban Labor Market upon the Mobility of White and Negro Potentially Skilled Workers." *Dissertation Abstracts*, Vol. 27 (March, 1967), 2672A.

According to this article, the underutilization of the skills of the Negro worker has largely been due to institutional barriers.

96. Ryan, William J. "An Attitude Survey for Supervisors." *Supervisory Management*, Vol. 14 (January, 1969), 2-4.

This article discusses how a supervisor can unconsciously communicate his attitudes toward his job to his subordinates and how workers may respond to this rather than to the actual orders given.

97. Seashore, S. E. "Group Cohesiveness in the Industrial Work Group." Ann Arbor Institute for Social Research, 1954.

This analysis provides impressive evidence of the power of the goals of cohesive groups.

98. Sheppard, Harold L. "The Nature of the Job Problem and the Role of the New Public Service Employment." The W. E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, Mich. 49007, January 1969, 30 pp.

Characteristics of the working poor and America's job problems are examined. Information on unemployment and underemployment, and how employers can help solve these problems are reported.

99. Shostak, Arthur B., and William Gomberg. *Blue-Collar World: Studies of the American Worker*. Englewood Cliffs: Prentice-Hall, 1964.

This book is a collection of papers dealing with the way of life of the blue-collar worker. Attention is paid to his family and community life. Other topics, such as mental health, leisure, unemployment and retirement are dealt with.

100. Sinha, Duryanand, and R. Rajasekharan Nair. "A Study of Job Satisfaction in Factory Workers." *Indian Journal of Social Work*, Vol. 26, No. 1 (April, 1965), 1-8.

In this study, skilled workers were found to have higher scores on a job satisfaction scale. Profiles of satisfied and dissatisfied workers are drawn.

101. Taeuber, Alma, Karl Taeuber and Glen Cain. "Occupational Assimilation and the Competitive Process: A Reanalysis." *The American Journal of Sociology*, Vol. 72, No. 3 (1966), 273-285.

This study found, contrary to most research findings, that there does not appear to be economic benefits for Whites derived from employment discrimination against minority groups.

102. Tansky, Curt, and William J. Wilson. "Work Attachment Among Black Men." Unpublished paper read at the Annual meetings of the Eastern Sociological Association, April 18-20, 1969, 13 pp.

A comparison of Black and White attitudes toward work was made. Negroes were found to endorse society's work norms and want to improve their occupational levels just as White workers do.

103. Taylor, David P. "Discrimination and Occupational Wage Differences in the Market for Unskilled Labor." *Industrial and Labor Relations Review*, Vol. 21, No. 3 (April, 1968), 375-390.

Author found that racial discrimination in the Chicago area affects the operation of the labor market so that Negroes earn less than Whites in an occupation when both are of equal quality.

104. "The Education and Training of Racial Minorities." Center for Studies in Vocational and Technical Education, proceedings of a conference, University of Wisconsin, May 11-12, 1967, 211 pp.

Major topics discussed here were minority self-help, training and education, providing mobility for immobile, occupational distribution of Negroes, training of Mexican-Americans, and the effects of discrimination on the occupational status of racial minorities.

105. "Training in Service Occupations Under the Manpower Development and Training Act." Manpower Research (March, 1966), U. S. Dept. of Labor, #9.

The MDTA program was found to be effective in upgrading workers, and on-the-job training was found to be superior to institutional training.

106. "Training Low-Skill Workers." Monthly Labor Review, Vol. 90 (December, 1967), 46.

Highlights from report on first year's experience with Manpower Administration conducted by Skill Advancement Incorporated.

107. U. S. Department of Labor. "Finding Jobs for Negroes: A Kit of Ideas for Management." Manpower/Automation Research Monograph #9, U. S. Dept. of Labor, Manpower Administration, Washington, D. C. 20210, November 1968, 13 pp.

Problems faced by companies involved in equal employment opportunity programs and ideas for solving them are discussed.

108. U. S. Department of Labor. "Manpower Policy and Programs." Manpower Report of the President, U. S. Government Printing Office, Washington, D. C. 20402, January 1969, 73-146.

MDTA training and on-the-job training programs are reported on.

109. U. S. Department of Labor. "Manpower Research and Experimentation." *Manpower Report of the President*, U. S. Government Printing Office, Washington, D. C. 20402, January 1969, 151-216.

Manpower resources and requirements, underemployment and underutilization, and occupational training are discussed.

110. Wherry, Robert J., and Douglas H. Fryer. "Buddy Ratings: Popularity Contest or Leadership Criteria?" *Personnel Psychology*, Vol. 2 (1949), 147-159.

This paper investigated the value of buddy rating as a criteria for predicting leadership. This method appeared to be the best measurement of leadership.

111. Wichert, Fredric R. "Turnover and Employee's Feelings of Ego-involvement in the Day-to-day Operations of a Company." *Personnel Psychology*, Vol. 4 (1951), 185-197.

Author found turnover to be significantly related to the employee's feelings of ego-involvement in the day-to-day operations of a company, while attitudes toward traditional factors, *i.e.*, wages, etc., showed no relationship.

112. Wiksell, Milton J. "Communication: What Employees Expect from their Supervisors." *Supervisory Management*, (June, 1966), 22-24.

The basic guidelines for improving communication between worker and supervisor are presented. Effects of poor communication on worker morale and productivity are also discussed.

113. Wolfbein, Seymour L. *Education and Training for Full Employment*. New York and London: Columbia University Press, 1967.

In the first two parts of his book, the author presents a historical and conceptual background for the present-day education and training programs. The third part is a discussion and evaluation of the early progress of these programs.